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ABSTRACT

This annotated bibliography describes resource materials on educational theory and practice related to the first college year. This edition contains nearly twice as many entries as the second edition. Works are grouped into these topical headings: (1) "Academic Advising and Student Counseling"; (2) "Academic Support"; (3) "Assessment and Evaluation"; (4) "Career Issues"; (5) "Community and Two-Year Colleges" ; (6) "Curriculum and Teaching"; (7) "Faculty"; (8) "Financial Issues"; (9) "The First Year"; (10) "First-Year Seminars"; (11) "Health Topics and Issues"; (12) "International Perspectives"; (13) "Learning Communities"; (14) "New Student Orientation"; (15) "Parental and Family Influence and Issues"; (16) "Peer Influence, Interaction, and Training"; (17) "Reports with Implications for the First-Year Experience"; (18) "Residence Life"; (19) "Retention and Success of First-Year Students"; (20) "Student Behavior, Characteristics, and Development"; (21) "Student Sub-Populations"; (22) "Summer Bridge Programs"; and (23) "Technology." (SLD)

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Monograph Series No. 3

The First-Year Experience in American Higher Education

An Annotated Bibliography

3rd Edition

Andrew K. Koch

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University of South Carolina, 2001

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The First-Year Experience
Monograph Series No. 3

The First-Year Experience in American Higher Education

An Annotated Bibliography

3rd Edition

Andrew K. Koch

National Resource Center for The First-Year Experience®
and Students in Transition
University of South Carolina, 2001

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Table of Contents

Introductions to the Third Edition 5
Academic Advising and Student Counseling 9
Academic Support 15
Assessment and Evaluation 27
Career Issues 35
Community and Two-Year Colleges 37
Curriculum and Teaching 39
Faculty 47
Financial Issues 51
The First Year 55
First-Year Seminars 63
Health Topics and Issues 77
International Perspectives 81
Learning Communities 83
New Student Orientation 87
Parental and Family Influence and Issues 93
Peer Influence, Interaction, and Training 95
Reports With Implications for the First-Year Experience 99
Residence Life 101
Retention and Success of First-Year Students 105
Student Behavior, Characteristics, and Development 119
Student Sub-Populations 129
    African-American Students 129
    Arab-American Students 131

  - At-Risk Student 131
  - Christian Students 132
  - Commuter Students 133
  - Students with Disabilities 133
  - First-Generation College Students 133
  - Gender 134
  - Honor Students 136
  - Native-American Students 136
  - Student Athletes 137
  - Underrepresented Students 138
- Summer Bridge Programs 141
- Technology 147

Introductions to the Third Edition

John N. Gardner

Over the quarter century that I was responsible for The First-Year Experience Programs at the University of South Carolina, I received inquiries from colleagues throughout American higher education about books and articles that would expand their knowledge of both theory and practice relative to the first college year. But for much of the 1970s and 1980s, there was virtually no literature available to which I could refer them. As interest in the first college year grew, research and writings on this topic proliferated.

In spite of this proliferation of materials, gaining access to the literature has sometimes been difficult. In the fall of 1988, I taught for the first time a special topics seminar on "the freshman year experience" in the University of South Carolina's graduate program in higher education/student personnel administration. Designing this seminar forced me to confront directly the practical problem of assembling a reading list on this topic. I constructed such a list, but it was not annotated. I knew then that such an item was needed, not only for my own students, but also for hundreds of practitioners in colleges and universities across the United States and beyond. For assistance, I turned to one of my colleagues at the University of South Carolina, Mark Shanley, who was the primary architect of this bibliography in its first edition. Mark was assisted by Roland Hearns, whom I also had the pleasure of teaching in my graduate seminar in higher education. Shanley has long since moved on and currently serves as chief student affairs officer at Northern Kentucky University, but my appreciation for his original role continues.

By 1995, due to the explosion of new literature in the area of the first-year experience, we needed to provide a second edition of this very useful bibliography. For this undertaking we turned to a graduate student in Higher Education Administration, Drew Koch, who was also a graduate assistant in our National Resource Center for The First-Year Experience and Students in Transition. Drew "volunteered" (actually, he really did—this was not a command performance) to revise and expand the first edition of the annotated bibliography. As a result of this painstaking research, the second edition increased in size from 20 to over 80 pages. He was also assisted in this project by another fine graduate student in our Center, Jud Wolfskill. Without their knowledge, skills, commitment, and energy, we would not have been able to complete this project. I was and am most grateful to them.

As one more illustration of the adage that no good deed shall go unpunished, and in this case "unpublished," I asked Drew if he would be willing to undertake the task of revising, updating, and enhancing our second edition to create what by now is a badly needed third edition. He has done so and we are fortunate and thankful for that.

I am confident this bibliography will give many of our colleagues in American higher education more than a place to start in informing their thinking and directing their research on The First-Year Experience. We welcome feedback from readers on this publication and any suggestions for what I am sure will be its subsequent revisions, hopefully also performed by Drew Koch. Most importantly, if you are aware of useful items in the literature omitted from this edition, please let us hear from you. No one has a monopoly on the knowledge in this rapidly developing new field of study and practice in American higher education, The First-Year Experience.

Brevard College
October 2000

Andrew K. Koch

Slightly over six years ago, at the request of John Gardner and Betsy Barefoot, I set out to revise a monograph written by Mark Shanley and Roland Hearns. Shanley and Hearns' work, titled *The Freshman Year Experience in American Higher Education: An Annotated Bibliography*, was well received when initially published in 1991. However, by 1994, the year in which I began its revision, it was apparent that the work could be greatly expanded. A year and a half later, the second edition of the monograph was published by the National Resource Center for The Freshman Year Experience. However, a few years after the publication of the second edition of the monograph, it became apparent that the work was already becoming outdated. Consequently, in early 1998 I began to prepare this edition.

The present edition of this monograph provides the reader with nearly twice as many entries as the second edition. Trends in higher education whose literature bases were in their nascent stages in the early 1990s, such as learning communities and peer learning, seemed to merit more attention than I provided them. In addition, the body of literature on the other aspects of the First-Year Experience included in the second edition continued to expand. This edition also has five topical headings not found in its predecessor — International Perspectives; Learning Communities; Peer Influence, Interaction, and Training; Summer Bridge Programs; and Technology. Finally, in several cases, topical headings from the second edition are renamed to reflect current nomenclature or amalgamated where the content merited it. By no means exhaustive, this bibliography is offered as a starting point for scholars and practitioners interested in literature on the first-year experience.

This edition would not exist without the assistance and encouragement of several friends and colleagues. Special thanks go to John Gardner and Betsy Barefoot, formerly of the National Resource Center for The First-Year Experience and Students in Transition and now with the Policy Center for the

First-Year of College. Their guidance and nurturing support not only helped me to complete this project, but also have significantly contributed to my personal and professional development over the past decade.

I also am grateful for the assistance provided by Jean Henscheid, Carrie Warnock and Tracy L. Skipper, all of whom work with the National Resource Center for The First-Year Experience and Students in Transition. Their input and sage editorial skills were invaluable to the completion of this edition of the monograph. My gratitude is also extended to Scott Slawinski of the National Resource Center for his work on the design, layout, and editing of this volume.

In addition, I owe thanks to my friend Marlesa Roney, a former colleague of mine at Purdue University who is presently the Vice President for Student Services at the University of Akron. Marlesa patiently refined drafts of my work, and encouraged me to complete the writing effort at times when I was prepared to let the draft languish in my hard drive.

Finally, I must thank my wife, Sara. Her support during my late night monograph-related writing sessions, frequently manifesting itself in the form of baby bath duty on nights when it was clearly mine, made it possible for me to finish this project.

While I am indebted to these people for the help that they gave me while I was composing this publication, I assume full responsibility for any errors of fact or interpretation. I hope this monograph will aid inquiry into the First-Year Experience in higher education, and welcome any feedback that can help me or other authors to refine this work yet again in the future.

Purdue University
October 2000

Academic Advising and Student Counseling

The traits of today's first-year students and the complexities of the academic curriculum present opportunities and challenges to the academic advisor. Advisors must be prepared to respond to a multitude of student needs, particularly during the first year of college. The articles in this section offer strategies for and approaches to academic advising that can help to enhance first-year student success.

Astone, B., Wormack, E. N., & Smodlaka, I. (1989). Intensive academic advising: A model for retention. *College and University, 65*(1), 31–43.

This article provides an overview of the intensive academic advising program for first-year at the College of Staten Island. The program was designed to provide first-year students with information, enhance personal interaction, and assist with the clarification and/or development of medium and long-range goals. Analyses of the academic advising session content and the results of the program also are discussed. ***Related topic heading(s): Retention and Success of First-Year Students***

Backhus, D. (1989). Centralized intrusive advising and undergraduate retention. *NACADA Journal, 9*(1), 39–45.

Backhus describes the Student Advising Center (SAC) at Emporia State University (ESU). The SAC was established by ESU to advise all first-year and undeclared students. Advisement is conducted from a developmental perspective. A study that compared a pre-SAC student cohort to SAC participants revealed that students who were advised by the SAC had an 8% higher rate of retention. The author asserts that the services of the Student Advising Center are responsible for this positive difference, since no discernible treatment variable exists other than the presence of the centralized student advising service.

Elliot, E. S. (1985). Academic advising with peer advisors and college freshmen. *NACADA Journal, 5*(1), 1–7.

Based on the assumptions that new students needed the advice and support of experienced counselors when addressing academic issues and making academic decisions and that peer relationships can have significant impact on student success, one institution decided to employ successful upper-level students to serve as peer academic advisors. Topics related to the implementation and management of a successful peer advising program are discussed. ***Related topic heading(s): Peer Influence, Interaction, and Training***

Glennen, R. E., Farren, P. J., & Faye, N. V. (1996). How advising and retention of students improves fiscal stability. *NACADA Journal, 16*(1), 38–41.

This article demonstrates how assessment was used by a student advising center at Emporia State University to determine its effect on student retention and the amount of state funding that this additional retention generated. Results suggest a positive relationship between the *existence of the center and the retention rate. While this was not a controlled study, the authors assert that since all other forms of support at Emporia State University existed before the establishment of the student advising center, the results seem to indicate that the center made the strong positive impact on retention and fiscal stability. Subtracting the costs of operating the student advising center from the increased state revenue, the authors determined that the student advising center accounted for a gain of over $7.5 million between 1984 and 1993. This sum did not take into account revenue generated by student fees, residence hall and meal plan payments, and expenditures in the bookstores or in local stores.* ***Related topic heading(s): Financial Issues, Retention and Success of First-Year Students***

Gordon, V. N. (Ed.). (1994). *Issues in advising the undecided college student* (Monograph No. 15). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience.

Gordon updates the research and general information that has been published about undecided students in the past decade and gives some advice on how to counsel and guide them. Identifying the various kinds of undecided students, the monograph attempts to assess their needs.

Hargrove, B. K., & Sedlacek, W. E. (1997). Counseling interests among entering Black freshmen over a ten-year period. *Journal of The Freshman Year Experience and Students in Transition, 9*(2), 83–98.

The counseling interests of Black freshmen at the University of Maryland, as measured by the University New Student Census (UNSC), were examined for the 1984 and 1994 survey respondents — 1984 n = 90, 1994 n = 265. Black freshmen responded to two UNSC items that measured their interest in seeking assistance for their education/vocational (EV) and emotional/social (ES) concerns. The results revealed that EV counseling was preferred over ES counseling, and that interest in seeking EV counseling was consistently higher than interest in seeking ES counseling. In addition, males were shown to have similar counseling interests to females. The authors stress that student affairs professionals should market services that meet the needs and interests of their Black students. ***Related topic heading(s): Student Behavior, Characteristics, and Development, Student Sub-Populations***

Hill, M. D., & Sedlacek, W. E. (1995). Freshman counseling interests. *Journal of The Freshman Year Experience and Students in Transition, 7*(1), 27–38.

During a summer orientation program, entering freshmen (N=2,574) at a large Eastern university were administered the University New Student Census (UNSC) questionnaire. This survey assessed interests and attitudes on a wide variety of topics including counseling. Hill and Sedlacek found that: a) males and females expressed different counseling needs; b) females were more interested in counseling for educational, vocational and social/emotional concerns than males; and c) males were interested in improving their learning skills and were in counseling for alcohol-related problems. ***Related topic heading(s): Health Topics and Issues, Student Sub-Populations***

Iaccino, J. F. (1989). Evaluation of Illinois Benedictine's freshman advising program. *Journal of The Freshman Year Experience, 1*(1), 45–52.

This article describes the importance of assessing a freshman advising program. The author asserts that the needs of first-year students can be best determined as a result of advising *program assessment. For this reason, Iaccino suggests that all institutions should regard evaluation of advising as an indispensable part of their retention endeavors.* ***Related topic heading(s): Assessment and Evaluation***

Iaccino, J. F. (1991). Assessment and comparison of advising for freshmen and upperclassmen. *Journal of The Freshman Year Experience, 3*(2), 75–90.

The author conducted a study at Illinois Benedictine College that compared the advisement of upperclass students with that of first-year students. Upperclassmen in the study indicated their advisors were more concerned with academically-oriented dimensions. In contrast, first-year students in the study indicated that their faculty advisors were playing a developmental role. ***Related topic heading(s): Assessment and Evaluation***

Kramer, G. L., Higley, B. H., & Olsen, D. (1994). Changes in academic major among undergraduate students. *College and University, LXX*(3), 88–96.

This article traces the changes in academic major that students make between the beginning of college through graduation and the influence that students' high school decisions have on their college major choices. Information for the study was collected from undergraduate-level students at Brigham Young University (BYU) who graduated from the institution between 1980 and 1988. Specific areas examined by the authors include the relationship between early statements of major and the major at graduation; the role of gender in major changes; the frequency of major changes inside and outside of an academic college; the frequency of major changes for students who start college as undecided compared to those who start with a declared major; frequency of major changes for transfer students compared to non-transfers; the correlation between high school GPAs, ACT scores, and the number of major changes made by students; the period in college when students made the most major changes; and the relationship between the number of major changes and the number of semesters needed to complete a degree.

Kramer, G. L., Taylor, L. K., Rich, M. A., & Udarbe, J. (1993). Using an automated freshman profile to advise the first-year student. *Journal of The Freshman Year Experience, 5*(2), 29-48.

The authors of this article document the design, implementation, and analysis of the Automated Freshman Profile concept at Brigham Young University. The program was created to provide a system of personal advisement for each first-year student in order to resolve some problems associated with the transition from high school to college. The article addresses the selection of faculty as first-year student advisors and discusses strengths and weaknesses of the program.

Murtuza, A., & Ketkar, K. W. (1995). Evaluating the cost-effectiveness of a freshman studies program on an urban campus. *Journal of The Freshman Year Experience, 7*(1), 7–26.

Serving as a follow-up to Ketkar and Bennett's 1989 study "Strategies for Evaluating a Freshman Studies Program," this article assesses the cost-effectiveness of the Freshman Studies Program at Seton Hall University. According to the authors, the Freshman Studies Program is responsible for the provision of centralized advisement and the teaching of a one-credit study skills seminar for Seton Hall's entering first-year-level students. The authors examine the effectiveness of the Freshman Studies Program, and discuss its cost.

Despite an increase in cost over time, Murtuza and Ketkar assert that the Freshman Studies Program provided a cost-effective approach to student advising. They also contend that the model used to reach this conclusion can be used to justify the existence of other academic and academic support programs using cost-benefit criteria. ***Related topic heading(s): Assessment and Evaluation, Financial Issues, The First Year***

Russel, J. H., & Shinkle, R. R. (1990). Evaluation of peer-adviser effectiveness. *Journal of College Student Development, 31*(5), 388–394.

This research examines the impact a peer advising program had on its participants' perceived and actual involvement within a university, and it examines the characteristics of peer advisers. The results of the study indicate that the peer advisers had significant impact on the students who participated in the program. Student participants reported a greater sense of belonging to the university community after taking part in the program than they did before it began. ***Related topic heading(s): Academic Support, Assessment and Evaluation, Peer Influence, Interaction, and Training***

Steele, G. E. (1995) Academic advising for first-year students: An annotated bibliography. In M. L. Upcraft and G. L. Kramer (Eds.*), First-year academic advising: Patterns in the present, pathways to the future* (Monograph No. 18) (pp. 179–197). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

This source is an appendix to a larger monograph on advising first-year students. The author selected items for the appendix from across a broad range of academic advising-related topics that appeal to the professional interests of both practitioners and researchers. The topics include: Special Populations (adult students, African-American students, Asian-American students, Hispanic-American students, multicultural advising, Native-American students, student athletes, students with learning disabilities, undecided students, and underprepared students); Academic Advising and Its Institutional Context (assessment and evaluation, first-year students, learning communities, operation of academic advising, training, rewarding and recognizing faculty advisors, and the undergraduate experience); Orientation Programs; Academic Advising Practices (publications, computer networks, instruments and inventories, administrative software, career exploration and planning computer programs); and Academic Advising and Support Organizations. ***Related topic heading(s): The First Year***

Upcraft, M. L. and Kramer, G. L. (Eds.). (1995). *First-year academic advising: Patterns in the present, pathways to the future* (Monograph No. 18) Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

This volume represents the collaboration between the National Academic Advising Association (NACADA) and the National Resource Center for the Freshman Year Experience and Students in Transition. It is a comprehensive monograph on academic advising of first-year students.

Young, R. B., Backer, R., & Rogers, G. (1989). The impact of early advising and scheduling on freshman success. *Journal of College Student Development, 30*(4), 309–312.

This article describes an early advising and scheduling program for entering first-year *students that has a positive impact on student retention and academic success at a large public institution. The authors provide a comprehensive literature review that supports well-developed orientation and advising programs as positive contributors to student satisfaction. The article also includes a thorough description of the program as well as the impact it has on participating students.*

Academic Support

What academic strengths and weaknesses do today's first-year students typically exhibit and what can higher education professionals do to meet the academic needs and/or interests of beginning college students? In what types of courses should first-year students enroll? What types of interventions are used at other colleges and universities to help boost first-year student learning and academic achievement? This section will help those who are dedicated to enhancing first-year academic success find answers to these and other related questions.

Anderson, K. T., & McClard, A. P. (1993). Study time: Temporal orientations of freshmen students and computing. *Anthropology and Education Quarterly, 24*(2), 159–177.

Anderson and McClard report on the computing facility use exhibited by 61 first-year students at Brown University. The study reveals how the various conceptions of time possessed by the students differed from one another and how these differences influenced student computer use. ***Related topic heading(s): Technology***

Alridge, M., & Delucia, R. C. (1989). Boredom: The academic plague of first-year students. *Journal of The Freshman Year Experience, 1*(2), 43–56.

Academic boredom is a phenomenon that negatively affects the academic integration and persistence of first-year college students. The authors offer recommendations, in the form of programs and policies, that can be used by colleges and universities to confront the academic boredom issue.

Bronson, R., & Kaufman, J. (1993). Promoting student success in college science through structure and support. *Journal of College Science Teaching, 22*(4), 245–249.

The authors describe the Support Our Students (SOS) program for first-year, introductory-level science students at Fairleigh Dickinson University. According to the authors, the SOS program utilizes a multidimensional approach for addressing the instructional, structural, and support needs of the students. ***Related topic heading(s): Curriculum and Teaching***

Brower, A. M. (1997). Prototype matching and striving for future-selves: Information management strategies in the transition to college. *Journal of The Freshman Year Experience and Students in Transition, 9*(1), 7-42.

Based on a comprehensive review of the literature, Brower presents a sequence of decisions made by students during their transition to college. The transition to college period is defined as the time from initial inquiry about the institution through the end of the first year of college. This decision-making sequence is divided into six distinct periods: from initial inquiry to acceptance; from acceptance to the student's summer orientation visit; the summer orientation visit itself; the student's arrival on campus before classes *begin; the first semester; and the second semester. Brower asserts that a student's decision-making process during this sequence can be described using the information management strategies of* Prototype Matching, *and* Striving for Future-Selves. *The case is made that institutions can most effectively present information and services to students by knowing the particular decision-making period they inhabit and the information processing strategy they are using.* ***Related topic heading(s): The First Year***

Buchanan, S. R. (1993). University 101 for high school students. *Journal of The Freshman Year Experience, 5*(2), 49–68.

Stephen Buchanan studied the effects of a modified University 101 course taken during the senior year of high school on students' ensuing adjustment to college. Students who volunteered for the study were randomly assigned to either the University 101 course, a government and international studies course, or a control group. Quantitative and qualitative longitudinal data were analyzed to determine the effect of University 101 on students' "anticipatory socialization," grade point averages, rate of retention, and overall adjustment to college. Buchanan's results indicate that enrollment in a modified version of University 101 during high school may be an effective method of preparing for the transition to college. ***Related topic heading(s): First-Year Seminars***

Budny, D. (1994). Counselor tutorial program: A cooperative learning program for the high-risk freshman engineering courses. *Journal of The Freshman Year Experience, 6*(1), 29–52.

This article describes a study based on the historical data for Purdue University's entering engineering classes from 1967 to 1992. The author studied the effects of the Counselor-Tutorial (CT) program, an optional, one-credit class offered by the Department of Freshman Engineering at Purdue University, West Lafayette campus, to matriculating students whose high school academic backgrounds indicated the highest likelihood of having difficulty in completing the first-year engineering curriculum. This curriculum includes high-risk first-year courses such as calculus, chemistry and physics. The article presents data that demonstrates that the CT program increases learning, has a positive impact on the retention rate of women and minority engineering students, and positively effects the participants' grade point averages. ***Related topic heading(s): Curriculum and Teaching***

Cannici, J. P., & Poulton, J. (1990). Personal competency training as a preventive intervention. *Journal of The Freshman Year Experience, 2*(2), 31–43.

A preventive training program for first-year students was conducted and evaluated in an effort to reduce depression and its consequences, which included poor grades and school dropout. One experimental group, dubbed the social group, was enrolled in a semester-long course in the development and practice of personal competencies. These competencies included affect management, self-control, social skills, and problem solving skills. A second experimental group experienced a semester-long course stressing academic skills. A third group, the control group, received no intervention or training. The dependent variables, as related by the authors, included (a) levels of depression, (b) self-reported personal competencies, (c) grades, (d) placement on academic probation, and (e) retention. The authors reported that lowered levels of depression and higher rates of personal competency were found among all three groups. However, the academic and social groups showed no superiority over the control group on the self-reported measures. The two experimental groups were significantly different from the control group in that they had higher grades, *lower rates of placement on academic probation, and a higher rate of college persistence.* ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Carriuolo, N. C. (1996). *School-college collaboration: A way of redesigning the educational pipeline* (Monograph No. 16). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

Nancy Carriuolo and her colleagues present a rationale for, and numerous examples of, school-college partnerships consisting of local organizations of schools, colleges and universities, and interested others in the community. This monograph presents concepts as well as a number of practical considerations for educators who want to narrow the gap between primary/secondary education and college-level educational experiences. A primary goal of these partnerships is to increase the number of college-bound students and academically successful first-year students.

Dwinell, P. L., & Higbee, J. L. (1998). *Developmental education and its role in preparing successful college students* (Monograph No. 24). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

This monograph portrays the many faces of developmental education—past, present, and future. Chapters address the need for equity and diversity in higher education and the important function that developmental education plays in providing educational opportunity. Leaders in the field discuss the integration of skill development with content courses as well as the effectiveness of specific strategies such as Supplemental Instruction, strategic learning, and personal management training. The monograph reflects how the field of developmental education has continued to expand its mission to serve many students at virtually every type of institution.

Eison J. (1990). "Why study?" A guide for discussion leaders. *Journal of The Freshman Year Experience, 2*(1), 119–126.

The article argues that one of the single greatest academic challenges faced by first-year students involves learning how to study in an effective and efficient manner. The author presents an activity to be used in the first three weeks of a first-year seminar that helps participants to explore actively some issues associated with the construction of a personal study philosophy. It is hoped that student motivation will be enhanced by utilizing this tool, and hence their academic achievement will be positively influenced as well. ***Related topic heading(s): First-Year Seminars***

Eison, J., & Holtschlag, D. (1989). Time management difficulties: A self-assessment and problem-solving activity. *Journal of The Freshman Year Experience, 1*(1), 99–110.

This article provides a method for helping students recognize and resolve time management problems. The tool utilized for this purpose, a 35-item questionnaire, is called the "Problems in Time" Survey (PITS). By using the PITS an instructor can assess a student's time management difficulties in seven general categories: Academic Goal Setting, Work Overload, Procrastination, Poor Planning and Organization, Inadequate Speed, Distracting Activities, and Irrational Thinking.

Garcia, P. (1991). Summer bridge: Improving retention rates for underprepared students. *Journal of The Freshman Year Experience, 3*(2), 91-105.

Garcia examines the direct relationship between participation in a pre-enrollment summer program and retention for students who traditionally demonstrate a lower than average graduation rate in the California State University system. The author presents information indicating that enrollment in a comprehensive summer program that focuses on enhancing basic skills and familiarizing new students with the university environment leads to significant gains in first- and second-year retention rates of at-risk students. ***Related topic heading(s): Retention and Success of First-Year Students, Student Sub-Populations, Summer Bridge Programs***

Gold, M., Deming, M. P., & Stone, K. (1992). The bridge: A summer enrichment program to retain African-American collegians. *Journal of The Freshman Year Experience, 4*(2), 101–117.

This article describes a four-week summer enrichment (summer bridge) program at Georgia State University. The program is targeted at African-American students who will be entering the college in the fall with the goal of preparing the students for college-level coursework and increasing their rate of retention. Georgia State's bridge program offers classes in mathematics, reading, composition, study skills, and word processing. It also provides free tutoring, academic and career counseling, faculty mentoring, and other services. Internal and external evaluations of the program indicate that it has successfully met its goals. Students highly recommend the program, and retention data confirms that students enrolled in the bridge were pursuing their academic careers a year after they entered Georgia State University at a rate higher than the institutional average. ***Related topic heading(s): Student Sub-Populations, Summer Bridge Programs***

Guthrie, L. F., & Guthrie, G. P. (1988). *Minority retention and achievement: Evaluation of the California State University summer bridge and intensive learning experience programs.* Long Beach: California State University. (ERIC Document Reproduction Services No. ED 322 835)

This report evaluates California State University's (CSU) Summer Bridge and Intensive Learning Experience programs. The underlying objective of both programs is to increase the recruitment and retention of underrepresented populations in the CSU system. Summer Bridge is a three-to-six-week residential program for incoming students that provides instruction in English and math, academic advising, personal counseling, and orientation to university life. The Intensive Learning Experience (ILE) offers remediation in English and math through a full academic year of small class experiences and academic advising. This is a final report summarizing the findings from the first three years of the programs with focus on student retention, performance, adjustment to university life, program coordination, and campus acceptance and support. Highlights of the findings include: (a) both programs enrolled high percentages of underrepresented minorities, special admits, and underprepared students; (b) two-year retention rates for non-special admit Summer Bridge students were higher than those for the general regularly admitted student population (67.8% vs. 65.5%); and (c) retention of the ILE students varied widely by campus program and ethnic group. In-depth program descriptions and campus-specific findings/outcomes are provided. ***Related topic heading(s): Student Sub-Populations, Summer Bridge Programs***

Hayes, J., Munro, S., Arnold, L., & Duckwall, J. (1993). A support program for freshman medical students. *Journal of The Freshman Year Experience, 5*(1), 77–92.

The authors describe the Year One Support Program, an intervention designed to help students face the curriculum and developmental task demands associated with enrollment in the University of Missouri-Kansas City School of Medicine. This institution combines the general and professional education of medical doctors into a single, six-year curriculum which results in the awarding of the BA and MD degrees at the conclusion of instruction. Analysis of the 100 students in the 1988 Year One Support Program reveals that the intervention assists the students in the mastery of academic performance, career development, interpersonal relations, and self-development. ***Related topic heading(s): First-Year Seminars***

Holt, D., & Eison, J. (1989). Preparing freshmen to take essay examinations successfully. *Journal of The Freshman Year Experience, 1*(2), 111–122.

Increasingly, college and university faculty are focusing upon interdisciplinary writing and the use of essay tests. Freshman seminar courses furnish a perfect platform for teaching students how to take essay tests successfully. Holt and Eison provide 10 ways by which faculty can assist students in improving their writing skills.

King, J. (1995). Learning styles and absenteeism: Is there a connection? *Journal of The Freshman Year Experience and Students in Transition, 7*(1), 67–82.

King examined the relationships among visual, auditory, kinesthetic and reading/writing learning styles and class attendance among a population of 74 (52 male, 22 female) first-quarter students. The students were enrolled in various majors of study at a proprietary, two-year postsecondary institution. No significant relationship was found to exist between sensory modality-based learning styles and absenteeism. However, a relationship between learning style and absenteeism was found to exist for students who favored kinesthetic methods of learning. ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Kleupfel, G. A. (1994). Developing successful retention programs: An interview with Michael Hovland. *Journal of Developmental Education, 17*(3), 28–34.

This article, part of a special edition on student retention, records Gail Kleupfel's interview with Michael Hovland. Hovland is a senior consultant with Noel Levitz, a nationally recognized resource group for student services and retention. During the interview, Hovland and Kleupfel discuss the success of the summer bridge programs at the Universities of Virginia and California at Berkeley, the first-year seminar at the University of South Carolina, and Rutgers University's faculty-led approaches to providing assistance in high-risk courses. In addition, institutional mission, political issues, and assessment are discussed in the context of student retention. ***Related topic heading(s): First-Year Seminars, Retention and Success of First-Year Students, Summer Bridge Programs***

Lipsky, S. A., & Ender, S.C. (1990). Impact of a study skills course on probationary students' academic performance. *Journal of The Freshman Year Experience, 2*(1), 7–15.

The impact of a one-credit study skills course on the academic performance and retention of second-semester, first-year probationary students at a state-supported institution in western Pennsylvania was examined. At the conclusion of the semester in which the interventions *transpired, statistically significant differences in the dependent variables of academic hours attempted, academic hours earned, and grade point averages were observed. These differences were also apparent one and two years later. Retention data favored the treatment group as well.* ***Related topic heading(s): Retention and Success of First-Year Students***

Martin, D. C., & Arendale, D. R. (1993). *Supplemental Instruction: Improving first-year student success in high-risk courses* (Monograph No. 7). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience.

Martin and Arendale provide a comprehensive look at Supplemental Instruction (SI), an effective program for enhancing first-year college-level student learning and retention. SI is nationally recognized for giving students small-group assistance in historically challenging courses. This monograph includes an overview of the SI model, the use of SI in first-year instruction, a review of research on SI, a comprehensive rationale for its use, and additional applications of SI to high school and postgraduate instruction. ***Related topic heading(s): Curriculum and Teaching***

Meyer, M. D. (1991). Integrating the freshman seminar with a developmental reading-writing course. Paper presented at the 14th annual meeting of the New York College Learning Skills Association on Developmental Education, Ithaca, New York. (ERIC Document Reproduction Services No. ED 341 023).

Meyer discusses a course that combines the key elements of a freshman seminar with the standard components of a developmental reading-writing course. The author offers this form of first-year seminar as an alternative to assigning a heterogeneous group of students to an academic advisor. A seminar such as this allows students to get help at the correct level from a professor who is familiar with them and their abilities. Meyer offers 10 student adjustment-related themes around which such a course should be built, and she produces eight key elements to address in the course as well. In addition, a sample syllabus is included. ***Related topic heading(s): Curriculum and Teaching***

Moody, R. (1993). Motivation, learning strategies, and personality. *Journal of The Freshman Year Experience, 5*(1), 37–75.

Moody administered the Motivational Strategies for Learning Questionnaire *(MSLQ) and the* Myers-Briggs Type Indicator *(MBTI) to 546 first-year students at the University of Hawaii. The MSLQ was administered to assess the students' approaches to learning and the MBTI was used to determine the students' learning styles. Data analysis as reported by the author suggests that the MSLQ is a valuable instrument for identifying student strengths and weaknesses. It also indicated, however, that innate predispositions strongly impact which strategies students will choose to employ. The author stresses that both learning styles and learning strategies should be taken into account when providing assistance to students. Moody also outlines some approaches to teaching that are intended to strengthen learning strategies and motivation.* ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Odell, P. M. (1996). Avenues to success in college: A non-credit eight-week freshman seminar. *Journal of The Freshman Year Experience and Students in Transition, 8*(2), 79–92.

Odell evaluates a non-credit, eight-week first-year orientation program at Bryant College.

Called Awareness to Success in College, *the seminar aims to familiarize students with campus facilities, teach them study and coping skills, and provide information about drug and alcohol use and other matters of concern to new first-year students. Results showed that seminar participants earned higher grades, had lower rates of academic difficulty, and dropped or failed fewer courses than non-participants. The course was of particular benefit to males and to voluntary participants. In addition, the author reports that high-risk students benefited from the program at least as much as other students.* ***Related topic heading(s): First-Year Seminars***

Parelius, R. J. (1993). Remediation in a research university: An organizational analysis. *Journal of The Freshman Year Experience, 5*(2), 91–104.

Robert Parelius seeks to enhance the awareness, provoke discussion, and stimulate research regarding remediation in American higher education via this article. The essay is divided into three sections. The author first discusses specific organizational features of American universities and their implications for academic support programs. Then, the Gateway program at Rutgers, the State University of New Jersey, is discussed in an attempt to describe an innovative and successful remediation program. The author concludes by making speculations regarding the future of developmental and support programs within the American higher educational setting.

Pickering, J. W., Calliotte, J. A., & McAuliffe, G. J. (1992). The effect of noncognitive factors on freshman academic performance and retention. *Journal of The Freshman Year Experience, 4*(2), 7–30.

The authors administered a 120-item, Likert-type survey to 1,587 first-year students who enrolled at a mid-sized, metropolitan, public, Southeastern university in the fall of 1988. The survey was designed to measure the noncognitive predictors of (a) academic difficulty or academic success after the first year of college and (b) attrition or retention in the second year. To make identification of the noncognitive predictors possible, the survey was factor analyzed to produce 16 factors. In addition, a scoring method was developed to yield probation and attrition scores. The scoring method proved to be a better predictor of academic performance and attrition/retention. In all cases the inclusion of demographic and noncognitive predictors improve predictions based solely on cognitive factors. A combination of both cognitive and noncognitive predictors worked best for predicting academic difficulty/academic success, while a combination of cognitive, demographic, and noncognitive predictors functioned best for predicting attrition/retention. In both instances, the use of noncognitive predictors was better than the use of either cognitive or demographic predictors alone. As a result, the authors praise the utility of noncognitive predictors for identifying students in need of additional assistance. ***Related topic heading(s): Retention and Success of First-Year Students***

Prus, J., Hatcher, L., Hope, M., & Grabiel, G. (1995). The learning and study strategies inventory (LASSI) as a predictor of first-year college academic success. *Journal of The Freshman Year Experience and Students in Transition, 7*(2), 7–26.

This study investigates the ability of the Learning and Study Skills Inventory (LASSI) to predict academic success of 317 college students at a public Southeastern university with an overall enrollment of 5,000 students. Entry-level student variables included in this study consisted of race, gender, math SAT score, verbal SAT score, and high school class percentile ranks. Some LASSI scales demonstrated statistically significant correlation with GPA and retention that equaled or exceeded those between SAT scores and first year of *college academic success, but this varied among subgroups in the sample. Despite this significance, the usefulness of the LASSI in predicting first year of college student academic success beyond that which background and entry-level variables could predict was found to be limited.* ***Related topic heading(s): Assessment and Evaluation***

Quilter, S. M. (1995). Academic self-concept and the first-year college student: A snapshot. *Journal of The Freshman Year Experience and Students in Transition, 7*(1), 39-52.

Quilter examined the predictive validity of the Dimensions of Self Concept (DOSC) Form H, an academic self-concept instrument, in order to determine whether initial identification as "at-risk" for failure was related to lower levels of vocational association. Forty-two first-year students were sampled from two ability groups — average ability and at-risk. Students were defined as "at-risk" if they presented low standardized test scores and/or poor high school achievement records at the time of college admission. The five DOSC subscale scores, high school grade point average, ACT composite scores, and average weekly study hours were all used in a multiple regression equation. Only two variables entered the final regression equation: high school grade point average and average weekly study hours. This equation accounted for 34% of the variance in first semester of college grade point average. Consequently, the five DOSC subscale scores were not helpful in predicting the first-semester level of achievement for the group of students examined in the study. Quilter's hypothesis that average ability students would identify higher aspirations than their at-risk counterparts was not confirmed. ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Richardson, S. M., & Sullivan, M. M. (1994). Identifying noncognitive factors that influence success of academically underprepared freshmen. *Journal of The Freshman Year Experience, 6*(2), 89–100.

Richardson and Sullivan studied 199 traditional-age students enrolled at a small, private liberal arts college in New England during Fall 1991. The authors found weak, but significant correlation between high school grade point average and end-of-the-year first-year grade point average. Their research also revealed that there was no significant correlation between the SAT score and the first-year grade point average. According to the authors, the best predictor of first-year grade point average was related to the identification of noncognitive factors associated with motivation. The tool used to determine these noncognitive factors was the College Student Inventory (CSI). The authors identify the motivation-related factors that were the strongest predictors of first-year grade point average, and they suggest that examination of these variables can lead to better evaluation of academically underprepared students and increased persistence.

Russel, J. H., & Shinkle, R. R. (1990). Evaluation of peer-adviser effectiveness. *Journal of College Student Development, 31*(5), 388–394.

This research examines the impact a peer advising program had on its participants' perceived and actual involvement within a university, and it examines the characteristics of peer advisers. The results of the study indicate that the peer advisers had significant impact on the students who participated in the program. Student participants reported a greater sense of belonging to the university community after taking part in the program than they did before it began. ***Related topic heading(s): Academic Advising and Student Counseling, Assessment and Evaluation, Peer Influence, Interaction, and Training***

Schwitzer, A. M., & Thomas, C. (1998). Implementation, utilization, and outcomes of a minority freshman peer mentor program at a predominantly White university. *Journal of The Freshman Year Experience and Students in Transition, 10*(1), 31–50.

This article describes the results and benefits of a peer mentor program for African-American students at a predominantly White institution. The authors reveal that the mentored students were likely to raise typical first-year adjustment concerns in the presence of their mentors, which contradicts reports of a lack of help seeking among high-risk first-year students in the literature. Interaction with mentors also resulted in high rates of mentee-reported problem resolution. In addition, mentored students had higher two-year retention rates when compared to a matched group of non-mentored African American students. However, there was no significant difference in grade point average between the two groups. Questions about students who self-select services, study limitations, and program implications also are discussed. ***Related topic heading(s): Peer Influence, Interaction, and Training, Student Sub-Populations***

Smith, J. B., Walter, T. L., & Hoey, G. (1992). Support programs and student self-efficacy: Do first-year students know when they need help? *Journal of The Freshman Year Experience,* 4(2), 41–67.

The authors report the results of a study conducted at a midwestern Research I university that attempted to measure the effect of participation in either a required "freshman year" course in academic skills development or participation in required academic tutoring on first-year students' self-efficacy. Forty-six students, divided into four subgroups, were surveyed using a modified version of a section of the Motivational Strategies for Learning Questionnaire (MSLQ). The subgroups were as follows: (a) students who were not required to enroll in the first-year academic skills development course, nor were they required to receive tutoring (n = 19); (b) students who were required to receive tutoring twice a week, but who did not take the first-year course (n = 4); (c) students who were enrolled in the first-year course but were not required to attend biweekly tutoring sessions (n = 11); and (d) students who received both tutoring and were enrolled in the first-year course (n = 11). It was found that students who do not receive academic support during their first semester tend to suffer a decrease in self-efficacy in both general perceived abilities and specific study skills. These students, however, failed to adjust their expectations for academic performance in accordance with their lowered estimations concerning study skills and academic abilities. Students who received academic support, on the other hand, lowered their predictions of GPA, but showed increases in academic ability and study-skills related self-efficacy.

Strommer, D. (1989). Designed for first-year students: University colleges today. *Journal of The Freshman Year Experience, 1*(1), 17–31.

The article provides an overview of the modern university college. University colleges can attend to the assorted needs of the many special populations that comprise the present-day collegiate student body. These populations include first-year students, undeclared majors, older students, and others. The students are assisted by the university college by being provided with a centrally administered body that is responsible for programs relevant to the first year. These programs include orientation, advising, learning assistance, retention and honors. A university college has the capability to develop and promote policies, programs, and procedures for first-year students that will enhance their success, persistence, responsibility, and personal growth.

Strommer, D. (Ed.). (1993). *Portals of entry: University colleges and undergraduate divisions* (Monograph No. 12). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience.

The National Resource Center for The Freshman Year Experience and the Association of Deans & Directors of University Colleges & Undergraduate Studies collaborated in the production of this monograph. The work addresses the concept of the university college — an academic and administrative structure responsible for first-year student advising, involvement, and integration at a given institution. Chapters/case studies include: "University Colleges Today," "A Historical Perspective (Ohio University)," "The Retention of Students (Ball State University)," "Coherence through Coordinated Advising (The Pennsylvania State University)," "Flexibility at a Comprehensive University (The Ohio State University)," "Valuing the First-Year Student (Butler University)," "Constancy, Change, and Campus Politics (University of Rhode Island)," "Supporting Students in the Historically Black University (Alabama A & M University & Others)," "The Difference Made: A Sampler and Data from Institutions with No Freshman College," and "Issues for New University Colleges."

Volp, P. M., Hall, T. L., & Frazier, C. L. (1998). Using telephone calls as examples of care to promote student success and retention. *Journal of The Freshman Year Experience and Students in Transition, 10*(1), 73–88.

The authors describe a telephone-based intervention conducted by members of one institution's faculty and student affairs staff in an attempt to enhance the retention of first-year students who were identified as academically at-risk. During the sixth week of the first semester, phone calls were placed to 201 first-year students with ACT scores of less than 20. When compared to a control group with similar characteristics, the experimental group showed significantly higher grade point averages and levels of credits earned. The experimental group also had a significantly higher rate of fall-to-spring retention than the control group. Male students phoned by men yielded the best grade outcomes, while female students called by women had the highest rate of retention. ***Related topic heading(s): Student Sub-Populations, Technology***

Walling, L. L. (1996). *Hidden abilities in higher education: New college students with disabilities* (Monograph No. 21). Columbia. SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

This monograph provides the views of many experts who work with students who have a variety of learning and physical disabilities. Topics include the following: student characteristics, institutional models, alternative testing arrangements, technology resources, accessible academic libraries, and legal perspectives. Appendices list a variety of organizations and resources. ***Related topic heading(s): Student Sub-Populations***

Wilkie, C., & Jones, M. (1994). Academic benefits of on-campus employment to first-year developmental education students. *Journal of The Freshman Year Experience, 6*(2), 37–56.

The purpose of this study was to determine whether Astin's theory of efficacy of involvement applied to a population of developmental education students (N = 1012). "Involvement" was operationalized through on-campus employment, and was measured by tracking persistence and academic achievement. The study revealed that working part-time on campus for an average of eight hours per week during the entire first year of college resulted in significantly higher rates of retention and higher academic achievement for traditional-age *developmental education students when compared to students with a lower frequency of employment or no campus employment. The significance of this finding is discussed.* ***Related topic heading(s): Financial Issues, Retention and Success of First-Year Students***

Wilkie, C., & Redondo, B. (1996). Predictors of academic success and failure of first-year college students. *Journal of The Freshman Year Experience and Students in Transition, 8*(2), 17–32.

Based on research findings found in student success-related literature and on input from students on academic probation at Indiana University of Pennsylvania, the authors designed a survey that attempted to assess students' attitudes and behaviors toward issues identified as being important to success during the first year of college. These issues included social, academic, involvement, and psychosocial variables. The authors' efforts yielded a 48-item, mostly six-point Likert response format survey they called the Behavioral and Attitudinal Predictor of Academic Success *(BAPASS). At the conclusion of the 1993-1994 academic year, 268 students who matriculated in the fall of 1993 and who finished two semesters of full-time academic work completed the BAPASS. The authors used the data to (a) conduct factor and reliability analysis as partial indicators of the validity of the instrument, and (b) conduct regression analysis to identify factors that contribute significantly to a prediction equation. Exploratory factor analysis yielded four scales that formed the independent variables used in the regression analysis. Three of the four scales were found in combination to predict with 94.8% accuracy students who concluded their first semester in good academic standing — maintaining a grade point average between 2.0 and 4.0 on a 4.0 scale. However, the same combination of BAPASS scales accurately predicted "Probation/ Dismissal" status for only 47.3% of the students who fell into that category. This suggests that while the two classifications are related, they are not opposite processes. The authors also discuss the difference in BAPASS results between academically successful and academically unsuccessful students, and conclude by making recommendations for addressing the needs of the students as identified in their survey findings.* ***Related topic heading(s): Assessment and Evaluation***

Yackey, F. A., & George, A. A. (1998). The effects of a freshman seminar paired with Supplemental Instruction. *Journal of the First-Year Experience and Students in Transition 10*(2), 57–76.

This article examines the impact of a strategy that paired a first-year seminar with an introductory-level sociology course. To improve the impact of the academic and learning skills components of the first-year seminar, the seminar instructor attended the sociology course in which his/her students were enrolled and then lead a weekly review of the course materials using interactive Socratic methods. The process was similar to the University of Missouri Kansas-City's Supplemental Instruction program. The authors measured students' performance by looking at course grades, cumulative grade point averages, completed credits, rates of retention, and semester grade point averages. Research results indicate that students in the paired courses had higher grades in their classes than students enrolled in nonpaired courses. In addition, students in the experimental group earned higher semester grade point averages and had significantly better two-year rates of retention than the control group. ***Related topic heading(s): First-Year Seminars, Learning Communities***

Assessment and Evaluation

Increasing numbers of academic administrators, faculty, and student affairs professionals are responding to calls for student outcome assessment. The following articles provide some insight into the evaluation and assessment practices that are conducted to determine the benefits, outcomes, and/or financial viability of efforts targeted at first-year students.

Ardaiolo, F. P. (1994). Using total quality management (TQM) to enhance weekend student life. *Journal of The Freshman Year Experience, 6*(1), 53–68.

Ardaiolo describes the efforts of Winthrop University, a residential institution of more than 5,000 students, to enhance student life using the process tools of total quality management (TQM). Due to the commonly accepted perception of Winthrop as a "suitcase college," the quality improvement team, comprised of key administrative, faculty, and student members, decided that the effort should concentrate on fostering student and campus community development by enhancing weekend student life. The author furnishes an example of how TQM can be used to enhance student life, and he provides an outline of the achieved outcomes/recommendations.

Banta, T. W. (1991). Linking outcomes assessment and the freshman year experience. *Journal of The Freshman Year Experience, 3*(1), 93–108.

Banta provides a thorough review of assessment activities and resulting program innovations in states where funding for higher education is linked to outcomes assessment, such as Virginia and Tennessee. Areas such as registration, advising, and general education are examined.

Barefoot, B. O. (Ed.) (1993). *Exploring the evidence: Reporting outcomes of freshman seminars.* (Monograph No. 11). Columbia, SC: University of South Carolina, National Resource Center for the Freshman Year Experience.

This monograph gathers together information on the results of freshman seminars and student success courses. Approximately two-thirds of U.S. colleges and universities have implemented these courses, and several of them offer their assessments of the courses for the monograph.

Branyon, S., & Piotrowski, C. (1986). Evaluation of a freshman career development program. (ERIC Document Reproduction Services No. ED 274 850).

The article describes the structure and assessment of Career and Life Planning—a two-semester required course for first-year students at the University of West Florida. The course focuses on study and library skills, explores personal needs, determines vocational interests and career goals, and provides the students with a realistic assessment of their career choices. An evaluation of 200 course participants, conducted after the class's inaugural semester, revealed that the course enhanced student self-identification and study skills. In addition, participants expressed that the course helped them clarify their career objectives and it prepared them to make responsible vocational choices. ***Related topic heading(s): Career Issues***

Brinkerhoff, D. B., & Sullivan, P. E. (1982). Concerns of new students: A pretest-posttest evaluation of orientation. *Journal of College Student Personnel, 23*(5), 384–390.

The authors employed empirical research practices to test the function of participating in orientation. Using pretest-posttest methodology, the researchers determined the magnitude and direction of change in concerns associated with a representative sample of students who attended a summer orientation program. The level of change in concern was measured for seven areas: academics, finances, physical layout of the campus, the structure of the university, social integration and identity, campus housing, and social relationships with other students. The outcomes reveal that students had high levels of anxiety in several of the areas, with academics and finances ranking as the highest. ***Related topic heading(s): New Student Orientation***

Brower, A. M. (1994). Measuring student performances and performance appraisals with the college life task assessment instrument. *Journal of The Freshman Year Experience, 6*(2), 7–36.

Brower's article reports on the development of a 20-minute, 35-item questionnaire called the College Life Task Assessment Instrument (CLT). Brower's CLT joins Pace's College Student Experiences *questionnaire and Baker and Siryk's* Student Adaption to College Questionnaire *as instruments useful in assessing students' "mid-level" attitudes and beliefs. According to the author, the CLT provides a college student assessment starting point by offering a manner through which self-defined expectations, performances, and performance appraisals can be measured. As a result, the CLT can be used to better understand individual students and provide them with guidance in a broad range of life domains found to be central to college life.* ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Chapman, L. C., & Reed, P. J. (1987). Evaluation of the effectiveness of a freshman orientation course. *Journal of College Student Personnel, 28,* 178–79.

The authors report on a three-year study of an Ohio University orientation course. The results of the study revealed that course participants and nonparticipants did not differ significantly in grade point average (GPA). This result contradicted expectations that course participants would have a lower GPA based on their lower ACT scores. Participants claimed the course benefited them by enhancing their knowledge of university resources, and by providing them with individualized attention and interaction with the course facilitator. ***Related topic heading(s): First-Year Seminars***

Fratrantuono, M. J., & Senecal, K. S. (1996). Matching methods to objectives and assessing results: A simulation as the capstone experience in a freshman seminar about international relations. *Journal of The Freshman Year Experience and Students in Transition, 8*(2), 57–78.

This article identifies the teaching objectives set for a first-year seminar on international relations and the manner in which achievement of the objectives was measured. The authors describe the methods used to create the objectives and they review the activities included in the various segments of the course. Fratrantuono and Senecal then describe how they assessed and evaluated the course activities and achievement of objectives by examining the transcripts of a simulated negotiation of the Camp David

Accords — the course's capstone experience. The authors' annotated excerpts of the exercise suggest that the seminar participants achieved the objectives associated with the course. The authors also suggest that transcript assessment can provide a research method that can measure both cognitive and affective aspects of learning when more rigorous designs are not possible or desirable. ***Related topic heading(s): Curriculum and Teaching, First-Year Seminars***

Grayson, J. P. (1997). An assessment of health risk for first-year students. *Journal of The Freshman Year Experience and Students in Transition, 9*(2), 7–32.

Grayson reports the results of two health surveys conducted in 1994 at York University — a large commuter institution located on the suburban fringe of Toronto, Canada. The results reveal that the health of first-year York students was at risk, particularly females of Chinese origin and females who, before the beginning of classes, reported that family problems might interfere with their studies. The author asserts that the findings support the notion that stress contributes to low assessment of health, and that integration into the institutional culture and environment positively contributes to health. ***Related topic heading(s): Health Topics and Issues, International Perspectives***

Higginson, L. C., Moore, L. U., & White, E.R. (1981). A new role for orientation: Getting down to academics. *NASPA Journal, 19*(1), 21–28.

The authors present examples of orientation activities that were based on the outcomes of a direct student needs assessment. According to the authors, there is a high rate of error in using indirect methods of needs assessment to attempt to identify the orientation programming needs of incoming first-year students. Other study results and implications are discussed. ***Related topic heading(s): New Student Orientation***

Hyers, A. D., & Joselin, M. N. (1998). The first-year seminar as a predictor of academic achievement and persistence. *Journal of The Freshman Year Experience and Students in Transition, 10*(1), 7–30.

The authors examined commonly available academic background information — high school percentile rank, SAT scores, and grades earned in college courses — to determine which indicators, and/or combination thereof, best predicted student academic achievement and persistence at the Massachusetts College of Liberal Arts. It was discovered that grades earned in a new first-year seminar course (FYS) were better predictors of both college academic achievements and persistence than were high school rank and SAT scores. Based on their findings, the authors state that students who are earning a C+ or less in the FYS course at mid-semester require closer attention and/or intervention to help diminish their higher risk of dropout. ***Related topic heading(s): First-Year Seminars, Retention and Success of First-Year Students***

Iaccino, J. F. (1989). Evaluation of Illinois Benedictine's freshman advising program. *Journal of The Freshman Year Experience, 1*(1), 45–52.

This article describes the importance of assessing a first-year advising program. The author asserts that the needs of first-year students can be best determined as a result of advising program assessment. For this reason, Iaccino suggests that all institutions should regard evaluation of advising as an indispensable part of their retention endeavors. ***Related topic heading(s): Academic Advising and Student Counseling***

Iaccino, J. F. (1991) Assessment and comparison of advising for freshmen and upperclassmen. *Journal of The Freshman Year Experience, 3*(2), 75–90.

The author conducted a study at Illinois Benedictine College that compared the advisement of upperclass students with that of first-year students. Upperclassmen in the study indicated their advisors were more concerned with academically-oriented dimensions. In contrast, first-year students in the study indicated that their faculty advisors were playing a developmental role. ***Related topic heading(s): Academic Advising and Student Counseling***

Ketkar, K., & Bennett, S. (1989). Strategies for evaluating a freshman studies program. *Journal of The Freshman Year Experience, 1*(1), 33–44.

The article describes the method of evaluation used by Seton Hall University in the assessment of their Freshman Studies Program. Unlike evaluations that note the education and experiences of a first-year student, this evaluation concentrates on economic issues, using the common business techniques of break-even analysis and the elasticity coefficient.

Krahn, H., & Silzer, B. J. (1995). A study of exit surveys: The Graduland survey at the University of Alberta. *College and University, LXXI*(1), 12–23.

Since 1992, the University of Alberta has administered the Graduland survey to its graduating students to assess the quality of the educational services that it provides. The article furnishes an overview of the history, administration process, and function of the University's exit survey program. It also includes selected results from the 1993 administration of the Graduland survey. In addition, the authors present observations on factors contributing to the success of the exit survey research program at the University of Alberta, and they discuss types of institutional performance assessment research that might be useful to other colleges and universities. ***Related topic heading(s): International Perspectives***

Mark, M. M., & Romano, J. J. (1982). The freshman seminar program: Evaluation of an introduction to the liberal arts. *Evaluation Review, 6*(6), 801–810.

The Pennsylvania State University conducted this trial first-year seminar program in an attempt to improve the quality of liberal arts education. The authors state that the seminar instructors attempted to accomplish this by introducing first-year students to a particular discipline, improving academic advising, and orienting the students to college. The authors report that the seminar resulted in more favorable attitudes, but it did not lead to any perceptible differences in performance or retention. ***Related topic heading(s): First-Year Seminars***

Murtuza, A., & Ketkar, K. W. (1995). Evaluating the cost-effectiveness of a freshman studies program on an urban campus. *Journal of The Freshman Year Experience, 7*(1), 7–26.

Serving as a follow-up to Ketkar and Bennett's 1989 study, "Strategies for Evaluating a Freshman Studies Program," this article assesses the cost-effectiveness of the Freshman Studies Program at Seton Hall University. According to the authors, the Freshman Studies Program is responsible for the provision of centralized advisement and the teaching of a one-credit study skills seminar for Seton Hall's entering freshman-level students. The authors examine the effectiveness of the Freshman Studies Program and they discuss the program's cost. De-

spite an increase in cost over time, Murtuza and Ketkar assert that the Freshman Studies Program provided a cost-effective approach to student advising. They also contend that the model used to reach this conclusion can be used to justify the existence of other academic and academic support programs using cost-benefit criteria. ***Related topic heading(s): Academic Advising and Student Counseling, Financial Issues, The First Year***

Prus, J., Hatcher, L., Hope, M., & Grabiel, G. (1995). The learning and study strategies inventory (LASSI) as a predictor of first-year college academic success. *Journal of The Freshman Year Experience and Students in Transition, 7*(2), 7–26.

This study investigates the ability of the Learning and Study Skills Inventory (LASSI) to predict academic success of 317 college students at a public Southeastern university with an overall enrollment of 5,000 students. Entry-level student variables included in this study consisted of race, gender, math SAT score, verbal SAT score, and high school class percentile ranks. Some LASSI scales demonstrated statistically significant correlation with GPA and retention that equaled or exceeded those between SAT scores and first year of college academic success, but this varied among subgroups in the sample. Despite this significance, the usefulness of the LASSI in predicting first year of college student academic success beyond that which background and entry-level variables could predict was found to be limited. ***Related topic heading(s): Academic Support***

Rice, R. (1992). Reactions of participants to either one-week pre-college orientation or to freshman seminar courses. *Journal of The Freshman Year Experience, 4*(2), 85–100.

In this study, Rice compares the reactions of first-year Oregon State University students to three different types of orientation/first-year seminar offerings. The three offerings included: (a) a week-long orientation program that occurred immediately prior to registration (n = 1,012); (b) a one-credit, extended orientation seminar taught by specially trained students (n = 1,105); and (c) a one-credit, university seminar course taught by volunteer faculty members (n = 88). Responses from the three matched groups indicated that the first-year students enrolled in the two courses shared similar experiences and reactions. The students in the courses felt significantly better informed about the campus than did the nonparticipants, and they felt as if they had been treated more like adults. In addition, students enrolled in the courses felt better academically integrated, and they were more likely to feel that some aspect of the college was helpful to them. There were also differences between the faculty-led and student-led courses. Rice's findings accent the importance of investigating the growing variety of first-year seminars in order to identify their common effect and distinguish their different impacts upon first-year students. ***Related topic heading(s): First-Year Seminars, New Student Orientation***

Russel, J. H., & Shinkle, R. R. (1990). Evaluation of peer-adviser effectiveness. *Journal of College Student Development, 31*(5), 388–394.

This research examines the impact a peer advising program had on its participants' perceived and actual involvement within a university, and it examines the characteristics of peer advisers. The results of the study indicate that the peer advisers had significant impact on the students who participated in the program. Student participants reported a greater sense of belonging to the university community after taking part in the program than they did before it began. ***Related topic heading(s): Academic Advising and Student Counseling; Academic Support; Peer Influence, Interaction, and Training***

Schaer, B., Aull, J., Pancake, C., Curtis, C., & Wiens, G. (1991). A survey of gender biases of freshman students toward engineering. *Journal of The Freshman Year Experience, 3*(1), 39–58.

The authors present the development, analysis, and cross-validation of an attitude survey of the perceptions of first-year engineering students toward psychological, social, and economic barriers. The results from the survey reveal that men highly agreed with six stereotypical perceptions of engineering and women, while women were less secure about academic comfort and their choice of engineering as a career. ***Related topic heading(s): Curriculum and Teaching***

Schwitzer, A. M. (1991). Adjustment outcome of a freshman seminar: A utilization-focused approach. *Journal of College Student Development, 32*(6), 484–489.

Schwitzer and others evaluated the outcomes of a first-year orientation seminar on student adjustment to college. Analysis of the sample, which was comprised of 113 students, revealed that participation in the seminar resulted in improved academic and social adjustment. This contrasted with the all-too-often repeated trend of declining adjustment over the first semester. According to the authors, the seminar was specifically successful at increasing the participants' knowledge about the university, promoting adjustment to the campus social environment, and providing necessary support services to the students. ***Related topic heading(s): First-Year Seminars***

Somers, P. (1994). Analysis of the impact of student financial aid on first-time enrollment: A case study. *Journal of The Freshman Year Experience, 6*(2), 101–118.

Somers presents methods that institutions can employ to research the influence of financial aid on first-time enrollment. She then reports on the efforts of one institution, a public doctoral institution located in the West enrolling 12,000 undergraduate and 3,000 graduate students, that conducted such an analysis. Results of the study are presented, and implications for students and the institution are discussed. ***Related topic heading(s): Financial Issues***

Wilkie, C., & Redondo, B. (1996). Predictors of academic success and failure of first-year college students. *Journal of The Freshman Year Experience and Students in Transition, 8*(2), 17-32.

Based on research findings found in student success-related literature and on input from students on academic probation at Indiana University of Pennsylvania, the authors designed a survey that attempted to assess students' attitudes and behaviors toward issues identified as being important to success during the first year of college. These issues included social, academic, involvement, and psychosocial variables. The authors' efforts yielded a 48-item, mostly six-point Likert response format survey that they called the Behavioral and Attitudinal Predictor of Academic Success (BAPASS). At the conclusion of the 1993-1994 academic year, 268 students who matriculated in the fall of 1993 and who finished two semesters of full-time academic work completed the BAPASS. The authors used the data to (a) conduct factor and reliability analysis as partial indicators of the validity of the instrument, and (b) conduct regression analysis to identify factors that contribute significantly to a prediction equation. Exploratory factor analysis yielded four scales that formed the independent variables used in the regression analysis. Three of the four scales were found in combination to predict with 94.8% accuracy students who concluded their first semester in good academic standing — maintaining a grade point average between 2.0 and 4.0 on a 4.0 *scale. However, the same combination of BAPASS scales accurately predicted "Probation/ Dismissal" status for only 47.3% of the students who fell into that category. This suggests that while the two classifications are related, they are not opposite processes. The authors also discuss the difference in BAPASS results between academically successful and academically unsuccessful students, and then conclude by making recommendations for addressing the needs of the students as identified in their survey findings.* ***Related topic heading(s): Academic Support and Student Counseling***

Career Issues

Many first-year student educators attempt to engage their learners in a broad range of career development activities. By doing this, faculty members and administrators increase their students' level of vocational maturity. Hopefully this vocational insight will assist the students when they make future educational/vocational choices. The articles and texts in this section shed some light onto how career-related education can benefit the first-year student, and they offer some examples of methods used by various institutions to provide this form of instruction.

Branyon, S., & Piotrowski, C. (1986). *Evaluation of a freshman career development program.* (ERIC Document Reproduction Services No. ED 274 850).

The article describes the structure and assessment of Career and Life Planning—a two-semester required course for first-year students at the University of West Florida. The course focuses upon study and library skills, explores personal needs, determines vocational interests and career goals, and provides the students with a realistic assessment of their career choices. An evaluation of 200 course participants, conducted after the class's inaugural semester, revealed that the course enhanced student self-identification and study skills. In addition, participants expressed that the course helped them to clarify their career objectives and it prepared them to make responsible vocational choices. ***Related topic heading(s): Assessment and Evaluation***

Career Decisions for College Students: Pathways to Success. [Video]. (2000). (Available from The National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia, SC 29208).

Student viewers are asked to consider their preferences and skills, and are invited to take advantage of the many resources available to them in a college setting. Campus career services are reviewed—such as career counseling, career awareness workshops, career fairs, and academic advising. Work experiences are encouraged, and the concept of "career" is discussed. Interviews with students are featured. Viewers are prompted to take this opportunity to build upon and advance their career plans.

Carter, C. (1990). *Majoring in the rest of your life.* New York: The Noonday Press.

Carter has written a text that helps students choose a career and gives them specific suggestions they can use onward from their first year of college. The book is divided into 13 chapters that address the following career/future-related topics: planning/organization, problem-solving/analytical skills, creativity/innovativeness, drive/energy, teamwork, people management, leadership, common-sense smarts, independence/tenacity, personal adaptability, communication, marketing oneself, interpersonal skills, stress tolerance, and results/goal orientation. The book also includes five appendices: companies with summer/winter internships, books for further reference, associations and organizations for college students *(alternative education, honor societies, professional fraternities, membership organizations, pre-professional organizations, social welfare, volunteer organizations), graduate school application, and educational opportunities following graduation.*

Donnangelo, F. P. (1985). Freshman orientation and career development: How effective is it? *Journal of College Placement, 45*, 23–24.

Donnangelo reports on a study conducted at Bronx Community College that contrasted first-year orientation/career development course participants and nonparticipants. The study found that those who attended the course had higher fall and spring grade point averages and retention rates than those who did not attend. ***Related topic heading(s): First-Year Seminars, Retention and Success of First-Year Students***

Community and Two-Year Colleges

Popular literature has called them "Democracy's Colleges," and "The People's Colleges." They enroll over 45 percent of all undergraduates in the United States. They are America's community colleges and two-year colleges. Included in this section are sources that provide educators with a glimpse of what two-year colleges do for their first-year students.

Drew, C. P. (1990). We can no longer love 'em and leave 'em: A paper on freshman retention. *Community College Review, 17,* 54–60.

This article reviews the literature that provides reasons for student attrition. The author presents a retention plan that begins at the onset of a student's college experience. The plan begins at registration, includes a six-hour orientation that emphasizes academic excellence, pairs students with a faculty mentor, and contains a for-credit, extended orientation seminar that students are required to attend. ***Related topic heading(s): First-Year Seminars, Retention and Success of First-Year Students***

Feldman, M. J. (1993). Factors associated with one-year retention in a community college. *Research in Higher Education, 34*(4), 503–512.

The author reports on a study that attempted to use preenrollment variables as predictors of one-year retention at Niagara County Community College. The preenrollment variables included high school grade point average, gender, age, ethnicity, education goals, full-time/part-time status, and basic skill need–factors that typically are available prior to a student's attendance. The author employed univariate comparisons using chi-square analysis, and logistic regression to select and order the factors that contributed most to retention. Findings revealed that the lower the high school grade point average, the more likely it was that a student would drop out. Additional risk was associated with the age range 20-24, attending part-time, and being an ethnic minority other than Asian American. ***Related topic heading(s): Retention and Success of First-Year Students***

Hankin, J. N., Gardner, J. N., Barefoot, B. O., & Fidler, D. S. (Eds.). (1995). *Community colleges: Opportunities and access for America's first-year students* (Monograph No. 19). Columbia, SC: University of South Carolina, National Resource Center for the Freshman Year Experience and Students in Transition.

This comprehensive monograph offers a variety of perspectives on the unique nature of the first year in America's community colleges. Authored by both scholars and practitioners, chapters address both in- and out-of-class issues as well as the importance of administrative leadership. The monograph concludes by addressing the important topic of transfer management.

Rice, R., & Coll, K. (1991). The freshman seminar at the community college: A tool for integrating student, faculty, and institutional development. (ERIC Document Reproduction Services No. ED 341 409)

According to the authors, America's two-year colleges share a common commitment to *developmental philosophy. Strategies that simultaneously contribute to faculty, student, and institutional growth, such as a first-year seminar, are methods by which a two-year institution can provide developmental programming that is both effective and cost-saving. Rice and Coll examine the first-year seminar as it exists at the community college. They address the frequency of first-year seminars in the two-year environment in comparison to the four-year environment, and they discuss community college first-year seminar course content.* ***Related topic heading(s): First-Year Seminars***

Tinto, V., Goodsell Love, A., & Russo, P. (1994). *Building learning communities for the new college student: A summary of research findings of the collaborative learning project.* University Park, PA: The National Center on Postsecondary Teaching, Learning, and Assessment.

The authors conducted a study at three postsecondary institutions (Laguardia Community College, Seattle Central Community College, and the University of Washington) to examine the effects of the institutions' collaborative learning techniques on their respective abilities to improve student involvement and success in college. The study suggests that involvement in course clusters (Freshman Interest Groups and other forms of learning communities) provides a successful method for increasing student involvement, enhancing levels of student success, and boosting student retention. ***Related topic heading(s): Learning Communities***

Curriculum and Teaching

Every year thousands of faculty members across the United States instruct over three million first-year students. Hence, it is only fitting that any earnest attempt to improve first-year student learning and success must incorporate the faculty and their primary responsibility–teaching. The following sources offer suggestions to faculty members attempting to enhance teaching practices and the first-year curriculum.

Boger, R. E., Duwve, K. M., Rankey, L. A., & Poggiali, C. A. (1994, Winter). Involving graduate assistants in student retention efforts. *College and University*, 100–103.

The article describes a series of graduate student orientation sessions offered at Bowling Green State University. The three one-hour sessions defined retention and its impact on the University, and provided tips that the graduate assistants could incorporate into their in- and out-of-class interactions with undergraduate students. A follow-up resource packet was sent to the participants approximately four weeks after the sessions. The materials in this packet included a letter that reminded the graduate assistants of their role in retaining students as well as a list of retention-enhancing techniques that reflected what had been discussed during the sessions. Feedback from participants indicated that the material presented in the sessions and sent out in the follow-up packets helped the graduate assistants to identify and assist students who were at risk of dropping out of college. ***Related topic heading(s): Peer Influence, Interaction, and Training; Retention and Success of First-Year Students***

Bohr, L. (1994). Courses associated with freshman learning. *Journal of The Freshman Year Experience, 6*(1), 69–90.

The author studied the associations of first-year student courses with reading, mathematics, and critical thinking skill gains for college first-year students. Two-hundred and ten incoming first-year students at a public, four-year, urban, Research I university with a primarily commuter undergraduate student body were surveyed in the fall of 1991 and in the spring of 1992. Data collected in the fall consisted of responses to Form 88B of the Collegiate Assessment of Academic Proficiency (CAAP). The spring data included CAAP results as well as the National Center on Postsecondary Teaching, Learning and Assessment Follow-up Survey. Bohr used course groups, arranged in large and medium groupings as well as individual courses, to conduct the analysis. Results indicated that progress in mathematics was affiliated with large groupings of both pure and applied scientific-paradigm courses, but no large course groupings were associated with gains in reading or critical thinking. Medium-sized course groupings of science courses and pure humanities courses yielded reading gain, and the medium-sized grouping social science courses had a significant but negative association with critical thinking gain. The author also reports the effects of individual courses, and discusses how this data might affect first-year curricula.

Bronson, R., & Kaufman, J. (1993). Promoting student success in college science through structure and support. *Journal of College Science Teaching, 22*(4), 245–249.

The authors describe the Support Our Students (SOS) program for first-year, introductory-level science students at Fairleigh Dickinson University. According to the authors, the SOS program uses a multidimensional approach for addressing the instructional, structural, and support needs of the students. ***Related topic heading(s): Academic Support***

Budny, D. (1994). Counselor tutorial program: A cooperative learning program for the high-risk freshman engineering courses. *Journal of The Freshman Year Experience, 6*(1), 29–52.

This article describes a study based on the historical data for Purdue University's entering engineering classes from 1967 to 1992. The author studied the effects of the Counselor-Tutorial (CT) program, an optional, one-credit class offered by the Department of Freshman Engineering at Purdue University, West Lafayette campus, to matriculating students whose high school academic backgrounds indicated the potential to succeed in college, but who also have the highest likelihood of having difficulty in completing the first-year engineering curriculum. This curriculum includes high-risk first-year courses such as calculus, chemistry and physics. The article presents data that demonstrates that the CT program increases learning, has a positive impact on the retention rate of women and minority engineering students, and positively effects the participant's grade point averages. ***Related Topic Heading(s): Academic Support***

Colarulli, G. C., & McDaniel, E. A. (1990). Interdisciplinary general education: Five ways it promotes good freshman teaching and learning. *Journal of The Freshman Year Experience, 2*(1), 107–117.

This article comes as a result of the renewed interest in interdisciplinary general education. The renewed interest stems from, in part, a response to research and task force reports that criticize the quality of undergraduate education and the first college year. Colarulli and McDaniel describe how interdisciplinary curriculum usage facilitates the development of integrative thinking skills and how it enhances the quality of undergraduate teaching and learning in five ways. Both faculty and students accrue benefits from using the interdisciplinary approach due to the collaboration of faculty and the conjoining of disciplines to concentrate on specific course issues or themes.

Cross, K. P. (1990). Making teaching more effective. *Journal of The Freshman Year Experience, 2*(2), 59–74.

Cross asserts that the primary mission of a college is to enhance learning, not to raise money, win football games, publish, improve faculty governance, or any of the other activities undertaken in the name of the institution. She discusses several innovative methods that are being undertaken by college presidents to direct the energies of various academic specialists to the common goal of improved instruction. In addition, Cross expounds the virtues of classroom research—an activity that involves college teachers, no matter what their discipline, in the systematic observation and collection of data about the impact of their teaching. Classroom researchers are not searching for findings, but for understanding and insight. They seek to answer the question: What are ***my*** *students learning in* ***my*** *classroom as a result of* ***my*** *efforts? These two actions—the quest for a common goal of improved instruction and the undertaking of classroom research—are two possible ways to return colleges to their central mission of teaching and learning.*

Daly, W. T. (1995). *Beyond critical thinking: Teaching the thinking skills necessary to academic and professional success* (Monograph No. 17). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

Daly expands the familiar concepts of critical thinking to include "independent thinking." He argues that many of the mental activities required for independent thinking run counter to the way the human brain actually works and that in order to help students meet growing academic and economic demands, educators will have to modify their instructional strategies to include more opportunities for students to practice independent thinking. The monograph includes classroom strategies for providing students needed experience in higher order thinking skills.

Ellis, D. B., & Gardner, J. N. (1998). *Teaching new student seminars: Classroom strategies for student retention* [Teleconference Video]. (Available from The National Center for The First-Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia, SC 29208)

This teleconference video recording features David B. Ellis and John N. Gardner. It focuses specifically on teaching new student seminars to increase the likelihood of improved student retention. The teleconference addresses topics including course objectives, course content, training instructors, instructional strategies, texts and other course resources, and evaluation. ***Related topic heading(s): First-Year Seminars, Retention and Success of First-Year Students***

Erickson, B. L., & Strommer, D. W. (1991). *Teaching college freshmen*. San Francisco: Jossey Bass.

In this book, Erickson and Strommer offer practical guidance to new and veteran faculty on how to teach and create academic support systems for college students in their first year. Drawing on learning research, the authors explore reasons why teaching first-year students can be difficult and challenging. They illustrate what faculty can do to overcome these obstacles—from designing a useful syllabus and developing productive out-of-class assignments to implementing innovative techniques that can enhance class participation. Erickson and Strommer also present strategies for developing and maintaining personalized academic support through advising and mentoring. ***Related topic heading(s): The First Year***

Fratrantuono, M. J., & Senecal, K. S. (1996). Matching methods to objectives and assessing results: A simulation as the capstone experience in a freshman seminar about international relations. *Journal of The Freshman Year Experience and Students in Transition, 8*(2), 57–78.

This article identifies the teaching objectives set for a first-year seminar on international relations and the manner in which achievement of the objectives was measured. The authors describe the methods used to create the objectives, and they review the activities included in the various segments of the course. Fratrantuono and Senecal then describe how they assessed and evaluated the course activities and achievement of objectives by examining the transcripts of a simulated negotiation of the Camp David Accords — the course's capstone experience. The authors' annotated excerpts of the exercise suggest that the seminar participants achieved the objectives associated with the course. The authors also suggest that transcript assessment can provide a research method that can *measure both cognitive and affective aspects of learning when designs that are more rigorous are not possible or desirable.* ***Related topic heading(s): First-Year Seminars***

Goodsell, A., Maher, M., Tinto, V., Smith, B. L., & MacGregor, J. (1992). *Collaborative learning: A sourcebook for higher education.* University Park, PA: National Center of Postsecondary Teaching, Learning, and Assessment.

The authors describe collaborative learning initiatives and trace their history. Pragmatic methods for incorporating collaborative learning into syllabi and strategies for classroom assessment of learning communities are addressed. Reprints of germane journal articles, annotated bibliographies, and a list of "who is doing what where" also are included.

Hinni, J., & Eison, J. (1990). Helping freshman parents see the value of general education courses. *Journal of The Freshman Year Experience, 2*(2), 89–99.

This article is based on the collection of data from over 700 parents during a summer orientation program. The parents were asked to describe the educational abilities and skills needed to face the challenges of the 21st century successfully. They were then shown that their answers correlated with those skills taught in general life skills courses. The exercise helps parents to see a relationship between general education courses and vital life skills.

Kadel, S., & Keehner, J. A. (1994). *Collaborative learning: A sourcebook for higher education* (Vol. 2). University Park, PA: National Center on Postsecondary Teaching, Learning, and Assessment.

This volume serves as a supplement to the 1992 edition. Like their predecessors, the authors provide reprints of journal articles related to collaborative learning and learning communities. In addition to these reprints, the work includes more than 50 classroom learning-community-related strategies. Faculty from across the nation, representing many different types of institutions and a variety of disciplines, contributed these classroom strategies.

Martin, D. C., & Arendale, D. R. (1993). *Supplemental Instruction: Improving first-year student success in high-risk courses* (Monograph No. 7). Columbia, SC: National Resource Center for the Freshman Year Experience.

Martin and Arendale describe the Supplemental Instruction (SI) program—a student academic assistance program targeted at high-risk classes that increases participant academic performance and retention. The SI program provides peer-facilitated sessions that offer students the opportunity to discuss and process course-related information. SI focuses on both the process and the content of learning. Chapters include: "Understanding the SI Model," "Supplemental Instruction in the First College Year," "Review of the Research on Supplemental Instruction," "Reasons Educators and Students Choose SI," "Additional Applications of Supplemental Instruction," and "Foundation and Theoretical Framework for Supplemental Instruction." The monograph also contains an appendix that lists U.S. institutions that use Supplemental Instruction. ***Related topic heading(s): Academic Support***

Masiello, L. (1993). *Write at the start: A guide to using writing in freshman seminars.* (Monograph No. 9). Columbia, SC: National Center for the Study of The Freshman Year Experience.

Masiello's six-chapter monograph explores ways in which first-year college students can *benefit from writing, and offers specific, practical recommendations for implementing writing in first-year seminar courses. In addition, the appendix offers suggestions for in-class and out-of-class writing assignments in several topic areas.* ***Related topic heading(s): First-Year Seminars***

Meyer, M. D. (1991). Integrating the freshman seminar with a developmental reading-writing course. Paper presented at the 14th annual meeting of the New York College Learning Skills Association on Developmental Education, Ithaca, New York. (ERIC Document Reproduction Services No. ED 341 023)

Meyer discusses a course that combines the key elements of a first-year seminar with the standard components of a developmental reading-writing course. The author offers this form of first-year seminar as an alternative to assigning a heterogeneous group of students to an academic advisor. A seminar such as this allows students to get help at the correct level from a professor who is familiar with them and their abilities. Meyer offers 10 student adjustment-related themes around which such a course should be built, and Meyer produces eight key elements to address in the course as well. In addition, a sample syllabus is included. ***Related topic heading(s): Academic Support***

Parker, H. H., & Crist, M. L. (1995). *Teaching minorities to play the corporate language game* (Occasional Paper). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

Parker and Crist argue the need for African-American students to learn corporate English prior to entering the work force. They see Standard English simply as a tool to increase one's chances for success in the classroom, in a job interview, and on the job. Through linguistics, they show how neighborhood English (sometimes referred to as Black English) relates to African languages, and they provide techniques for teaching corporate English to students who use neighborhood English exclusively.

Rosser, S. (1989). Creating a learning environment that is conducive to learning for the majority. *Journal of The Freshman Year Experience, 1*(1), 53–63.

Rosser presents findings on making the college classroom conducive to learning for women. Women have become the new majority among first-year students. As a result of this, all faculty, especially those who instruct first-year seminars as well as other introductory level courses, will need to be aware of the research on learning for women and how this research impacts classroom interactions and curriculum.

Schaer, B., Aull, J., Pancake, C., Curtis, C., & Wiens, G. (1991). A survey of gender biases of freshman students toward engineering. *Journal of The Freshman Year Experience, 3*(1), 39–58.

The authors present the development, analysis, and cross-validation of an attitude survey of the perceptions of freshman engineering students toward psychological, social, and economic barriers. The results from the survey reveal that men highly agreed with six stereotypical perceptions of engineering and women, while women were less secure about academic comfort and their choice of engineering as a career. ***Related topic heading(s): Assessment and Evaluation***

Tinto, V., & Goodsell, A. (1994). Freshman interest groups and the first-year experience: Constructing student communities in a large university. *Journal of The Freshman Year Experience, 6*(1), 7–28.

Tinto and Goodsell report the findings of a qualitative case study involving Freshman Interest Groups (FIGs) at the University of Washington. The intent of the study was to determine in what manner participation in a FIG affected students' learning experiences, and how these experiences fit in with the broader goings-on associated with the first year of college. Data were collected via three, one-week site visits. These visits consisted of participant observation in 12 classrooms and 43 interviews with 24 students. Three positive outcomes of FIGs were reported: (a) FIGs allowed first-year students to interact on a frequent basis with a consistent set of peers from across their classes; (b) This repeated interaction afforded students the opportunity to form a social network in which academic support mechanisms could operate; (c) Writing-linked classes (FIGs that used collaborative learning strategies) allowed students to become engrossed with their course content at the same time they were maintaining their social interactions. This simultaneously addresses the first-year students' academic and social integration. While pointing out these positive outcomes, Tinto and Goodsell also indicate that the FIG program at the University of Washington has not completely been able to address the first-year student need for significant faculty involvement. Despite this, the FIG program is recognized as one of the growing number of successful efforts across the nation for reaffirming the importance of educational community in the education of students.

Tokuno, K. A. (1993). Long-term and recent student outcomes of the freshman interest group program. *Journal of The Freshman Year Experience, 5*(2), 7–28.

Tokuno reports the results of two studies involving the Freshman Interest Group (FIG) Program at the University of Washington. The first study examines the effects of the FIG program on scholarship by the 1990 cohort. The second study furnishes long-term data on scholarship, progress, and retention of students from three cohorts of the program and compares the data to students from the same matriculating classes who were not in the FIG program. It was discovered that students who participated in the FIG Program received better grades. This was true not only for the quarters that they participated in the program, but also three quarters later. Participants were also more likely to remain in college, and they were progressing toward their degrees at a more rapid rate.

Tokuno, K. A., & Campbell, F. L. (1992). The freshman interest group program at the University of Washington: Effects on retention and scholarship. *Journal of The Freshman Year Experience, 4*(1), 7–22.

Tokuno and Campbell report the impact of the University of Washington's Freshman Interest Group (FIG) Program on retention and scholarship. Washington's FIG Program brings a small group of first-year students together into the same two or three courses during their first quarter. The courses shared by each group of students are organized around some theme, such as preparation for a particular major or the integration of related disciplines. Matriculating first-year students from Autumn 1988 and 1989 were compared. Course comparisons indicated that more students stayed in a competitive course if they were enrolled in a FIG. A small difference existed between retention levels in favor of students in the FIG Program, and FIG students displayed a significantly higher grade point average, even after adjusting for academic potential. In addition to the positive impact on academics, the authors report that the FIG Program at Washington is very successful in building social support and informing students about resources for learning outside the classroom.

Weimer, M. (1992). Scholarship of teaching. *Journal of The Freshman Year Experience, 4*(1), 41–58.

This article promotes and defines a new "scholarship of teaching." Weimer explains why she feels teaching deserves to be redefined as an intellectually vigorous, scholarly activity. She defines and describes the kind of scholarship she feels fits the complexity of the proposed phenomenon to be studied. The author also outlines some steps—actions that can and should be undertaken in the interest of promoting a scholarship of teaching—and then makes conclusions regarding the impact and feasibility of such a field of study.

Whiteley, J. M. (1990). The renewal of opportunity for enhancing character development during the college years. *Journal of The Freshman Year Experience,* 2(2), 75–87.

Advances in theory and practice over the past three decades have made it feasible to measure moral reasoning empirically and to offer educational programs that enhance moral comprehension. Whiteley briefly examines the milestones of accomplishment that have led to these advances. He also outlines a longitudinal research study and curriculum development effort aimed at late adolescents and young adults, and he exposes the next frontier in research: the relationship of moral reasoning to moral action.

Wilkie, C. (1990). Review of *women's ways of knowing: The development of self, voice, and mind. Journal of The Freshman Year Experience,* 2(2), 101–106.

The author presents a critical analysis of this important work in the area of women's cognitive development. Wilkie asserts that educators who apply the findings reported in Women's Ways of Knowing *will be better able to comprehend why many students are unwilling to engage themselves to a greater extent in the academic environment and to increase educational experiences inside and outside the classroom to promote learning for both female and male first-year students.*

Wright, S. (1992). Promoting intellectual development during the freshman year. *Journal of The Freshman Year Experience,* 4(1), 23–39.

Wright examines the relationship between intellectual development in the first year of college and interdisciplinary general education courses that were designed to promote active learning at the University of Hartford. The subjects, 228 first-year students (53% female, 47% male), represented a 19% random sample of the first-year class at the institution. The results from the study indicated the existence of a significant relationship between intellectual growth and the number of general education courses in which students were enrolled. Wright briefly discusses the impact that the results have on admissions, advising, and retention and discusses the limitations of the research.

Faculty

Faculty play a vital role in the success of first-year college students. Whether in the classroom or outside of it, interaction with members of the faculty enhances cognitive development, increases satisfaction, and ultimately boosts the rate of retention for the students involved. The articles in this section address the topics of faculty training and development, using faculty as student mentors, and faculty interaction with students beyond the classroom—all of which are shown to have a positive influence on learning and persistence.

Erkut, S., & Mokros, J. R. (1984). Professors as models and mentors for college students. *American Educational Research Journal, 21*(2), 399–417.

Sophomores and seniors in five coeducational and one women's liberal arts college were surveyed to provide some insight into the gender-related patterns in the modeling-mentoring relationships between college students and their professors. Findings showed that female students neither gravitated toward nor avoided female role models, while men, on the other hand, avoided female role models. Women, especially those choosing female role models, looked for mentors who could provide information on how to combine family and professional aspirations. Male and female responses showed more similarities than differences. Gender differences in the impact of a mentor for women related to the type of college the women attended. Women at single-sex colleges with male mentors were found to be more successful academically, felt more successful relative to their peers—both male and female—and planned to attend graduate or professional school at rates higher than any other group. ***Related topic heading(s): Student Sub-Population***

Friday, R. A. (1989). Training freshman seminar faculty. *Journal of The Freshman Year Experience, 1*(2), 59–82.

Training the traditional, lecture-oriented faculty to facilitate a group process seminar can be one of the greatest difficulties associated with developing a first-year seminar. This difficulty can be surmounted by presenting the faculty with the task and maintenance roles of the group process, and by teaching the faculty therapeutic listening skills as opposed to critical listening skills. The article reveals how group communication principles, applied in the use of icebreakers or group development techniques, can enhance an instructor's ability to create a learning environment and can ensure student participation in a first-year seminar.

Friday, R. A. (1990). Faculty training: From group process to collaborative learning. *Journal of The Freshman Year Experience, 2*(1), 49–67.

This article compares the authoritarian teaching style associated with lecturing to the democratic teaching style associated with the group process. Friday contrasts how a facilitator using each style would approach the standard teaching requirements of interaction, policy, task development, and feedback evaluation. Friday suggests that the democratic style leads to greater student satisfaction because it addresses the issues and interests of the *students involved in the class. The author asserts that collaborative learning is the logical extension of a group process first-year seminar. Collaborative learning will allow the instructor to organize the students into groups that can explore problems or issues of their own choosing. In this fashion, first-year seminar instructors can add an in-depth learning component to their classes without abandoning the group process principle that so adeptly provides orientation and social integration.*

Gardner, J. N. (1981). Developing faculty as facilitators and mentors. *New Directions for Student Services, 14* (pp. 67–80). San Francisco: Jossey-Bass.

The author encourages faculty to join student personnel practitioners as facilitators of student growth and career development. Using the University 101 course concept, the article describes how this academic program and its required faculty development training program can help develop faculty as facilitators and mentors. The article also presents the tenets of the University 101 faculty training model.

Gardner, J. N. (1992). *Freshman Seminar Instructor Training: Guidelines for Design and Implementation.* University of South Carolina: National Resource Center for the Freshman Year Experience.

This booklet poses and answers essential questions about first-year seminar instructor training and suggests the structure and content for instructor training workshops.

Kramer, G. L. & White, M. L. (1982). Developing a faculty mentoring program: An experiment. *NACADA Journal, 2*(2), 47–58.

The authors review the body of literature pertaining to faculty relationships with new students—both transfers and first-year students. Following this review, the authors describe the implementation process and outcomes of an experimental faculty mentoring program at Brigham Young University. According to the study, the short-range goals of the program were achieved, and students were positively influenced by their faculty mentors.

Martin, J., & Samels, J. E. (1993). Training administrators to serve as student mentors: An untapped resource in retention planning. *College and University, 69*(1), 14-21.

Mount Ida College's mentoring program is described in this article. The college uses members of the administration as mentors to first-year students. The institution has found this to be an effective method for strengthening the bond between first-year students and the college. According to the authors, the impact of the mentoring program has been noticeable in the campus culture and the rate of student retention. ***Related topic heading(s): Retention and Success of First-Year Students***

Terenzini, P. T., Pascarella, E. T., & Blimling, G. S. (1996). Students' out-of-class experiences and their influence on learning and cognitive development: A literature review. *Journal of College Student Development, 37*(2), 149-162,

The authors review literature that examines the effects of students' out-of-class experiences on academic, intellectual, and/or cognitive learning outcomes. Areas investigated include residence life, fraternity or sorority membership, intercollegiate athletic participation, student employment, interaction with faculty, and peer interactions. Based on their review of the literature, the authors offer a number of conclusions about out-of-class experiences over *which higher education professionals have some control through policy or programmatic intervention.* ***Related topic heading(s): Peer Influence, Interaction, and Training***

Wilson, R. C., & Woods, L. (1974). Social-psychological accessibility and faculty-student interaction beyond the classroom. *Sociology of Education, 47*(1), 74–92.

Faculty members at six different colleges and universities were surveyed for this study. Their responses indicate that the amount of faculty interaction with students outside the classroom is directly related to their accessibility for such interaction. The most important indicators of this accessibility were the teaching practices used in class. These practices included inviting students to help make class plans or policy via course evaluations or discussions, discussing points of view other than those of the instructor, giving essay rather than objective exams and not grading on a curve. Data suggesting some of the outcomes of out-of-class interaction with students for faculty also are presented. These consequences include increased job satisfaction and better knowledge about students' academic strengths and weaknesses.

Financial Issues

How do first-year students cope with the expenses associated with attending college? Do programs targeted at enhancing student learning, success and retention increase fiscal stability? How does employment influence student academic success and persistence? The sources found in this section answer these and other college-related financial questions.

Crawford, J. J. (1993). Recession and the role of developmental education: An interview with John N. Gardner. *Journal of Developmental Education, 17*(1), 22–24.

Crawford's interview with John N. Gardner, Associate Vice Provost at the University of South Carolina, is detailed in this article. Gardner responds to questions concerning financial cutbacks, and he answers queries pertaining to first-year college student programming. ***Related topic heading(s): The First Year***

Glennen, R. E., Farren, P. J., & Faye, N. V. (1996). How advising and retention of students improves fiscal stability. *NACADA Journal, 16*(1), 38–41.

This article demonstrates how assessment was used by a student advising center at Emporia State University to determine its effect on student retention and the amount of state funding that this additional retention generated. Results suggest a positive relationship between the existence of the center and retention. While this was not a controlled study, the authors assert that since all other forms of support at Emporia State University existed before the establishment of the student advising center, the results seem to indicate that the center made the strong positive impact on retention and fiscal stability. Subtracting the costs of operating the student advising center from the increased state revenue, the authors determined that the student advising center accounted for a gain of over $7.5 million between 1984 and 1993. This sum did not take into account revenue generated by student fees, residence hall and meal plan payments, and expenditures in the bookstores or in local stores. ***Related topic heading(s): Academic Advising and Student Counseling, Retention and Success of First-Year Students***

Kinkaid, R. (1996). *Student employment: Linking college and the workplace* (Monograph No. 23). Columbia, SC: University of South Carolina, National Resource Center for the Freshman Year Experience and Students in Transition.

This monograph, produced as a joint effort by the National Resource Center for The Freshman Year Experience and Students in Transition and the National Student Employment Association (NSEA), provides an overview of the relationship between academics, part-time employment, and full-time employment opportunities. The authors examine the impact of employment upon students, research on student employment, and productivity and student employment. Contributors include Arthur Chickering, Lee Noel, Frank Newman, and other higher education professionals.

Murtuza, A., & Ketkar, K. W. (1995). Evaluating the cost-effectiveness of a freshman studies program on an urban campus. *Journal of The Freshman Year Experience, 7*(1), 7–26.

Serving as a follow-up to Ketkar and Bennett's 1989 study, "Strategies for Evaluating a Freshman Studies Program," this article assesses the cost-effectiveness of the Freshman Studies Program at Seton Hall University. According to the authors, the Freshman Studies Program is responsible for the provision of centralized advisement and the teaching of a one-credit study skills seminar for Seton Hall's entering freshman-level students. The authors examine the effectiveness of the Freshman Studies Program and they discuss the program's cost. Despite an increase in cost over time, Murtuza and Ketkar assert that the Freshman Studies Program provided a cost-effective approach to student advising. They also contend that the model used to reach this conclusion can be used to justify the existence of other academic and academic support programs using cost-benefit criteria. ***Related topic heading(s): Academic Advising and Student Counseling, Assessment and Evaluation, The First Year***

Pascarella, E., Bohr, L., Nora, A., Desler, M., & Zusman, B. (1994). Impacts of on-campus and off-campus work on first-year cognitive outcomes. *Journal of College Student Development, 35*(5),364–370.

The authors conducted a study at an urban, Research I university with an enrollment of approximately 25,000 students (16,500 undergraduates). The researchers asked: (a) Does working on or off campus impact learning in reading, math, and/or critical thinking? and (b) What is the relationship between the number of hours worked on-campus/off-campus and these learning areas? Analysis of the results indicated that there were no statistically significant differences in Spring 1992 reading comprehension, critical thinking or mathematics scores among those who worked on-campus, worked off-campus, or did not work at all during their first year of college. However, as work time increased to more than 10 hours per week, on-campus workers showed less reading comprehension ability than the other two groups. In addition, hours of off-campus work did have a statistically significant negative linear relationship with study time. ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Somers, P. (1994). Analysis of the impact of student financial aid on first-time enrollment: A case study. *Journal of The Freshman Year Experience, 6*(2), 101–118.

Somers presents some methods that institutions can employ to research the influence of financial aid on first-time enrollment. The author then reports on the efforts of one institution, a public doctoral institution located in the West enrolling 12,000 undergraduate and 3,000 graduate students, that conducted such an analysis. Results of the study are presented, and implications for students and the institution are discussed. ***Related topic heading(s): Assessment and Evaluation***

Somers, P. (1995). First-to-second semester persistence: A case study. *Journal of The Freshman Year Experience and Students in Transition, 7*(2), 43–62.

Somers traces the development of student retention models. The author begins with studies that adapted Durkheim's theory of suicide to explain college student dropout, progresses with an overview of Tinto's theory of student departure, and then discusses research conducted by Pascarella and Terenzini that supported the predictive validity of Tinto's model. Somers then reviews several recent studies that incorporate financial aid variables into persistence models. Following the review, Somers presents a logical model and statistical *methods used to study the impact of financial aid on enrollment and persistence on a West Coast public, doctoral university. Research results indicated that college experience variables had an effect on persistence. In addition, full-time students were more likely to persist than their part-time counterparts. A surprising finding was the result that showed students with lower grade point averages persisting at significantly higher levels than their higher-achieving peers. However, financial aid, with the exception of merit scholarships, did not have a significant influence on retention. The findings suggest that financial aid at the institution may be insufficient to promote persistence.* ***Related topic heading(s): Retention and Success of First-Year Students***

Wilkie, C., & Jones, M. (1994). Academic benefits of on-campus employment to first-year developmental education students. *Journal of The Freshman Year Experience,* 6(2), 37–56.

The purpose of this study was to determine whether Astin's theory of efficacy of involvement applied to a population of developmental education students (N = 1,012). "Involvement" was operationalized through on-campus employment, and was measured by tracking persistence and academic achievement. The study revealed that working part-time on campus for an average of eight hours per week during the entire first year of college resulted in significantly higher rates of retention and higher academic achievement for traditional-age developmental education students when compared to students with a lower frequency of employment or no campus employment. The significance of this finding is discussed. ***Related topic heading(s): Academic Support, Retention and Success of First-Year Students***

The First Year

A combination of myth and reality influences the expectations of first-year students and the way the first year of college is experienced by each of them. The selections found in this section include both objective research on the attitudes and characteristics of first-year students as well as subjective views of college as seen through the eyes of its newest participants.

Astin, A. W., Gardner, J. N., & Sax, L. J. (1998). *The changing American college student: Implications for the freshman year and beyond* [Teleconference Video]. (Available from The National Center for The First-Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia, SC 29208).

This teleconference broadcast on April 21, 1998, is based upon the nationally known 32-year Cooperative Institutional Research Program (CIRP) Study of the changing characteristics of American first-year college students. Topics covered include characteristics of today's new students, how students change during college, how college makes a difference for students, and assessment of past and future trends. ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Astin, A. W., Parrott, S. A., Korn, W. S., & Sax, L. J. (1987). *The American freshman: Thirty year trends, 1966–1985.* Los Angeles: University of California at Los Angeles, Higher Education Research Institute.

This report summarizes the results of the Cooperative Institutional Research Program's (CIRP) annual surveys of first-year college students over the past 30 years. ***Related topic heading(s): Reports with Implications for The First-Year Experience; Student Behavior, Characteristics, and Development***

Astin, A., Knefelkamp, L., Levine, A., Wilson, R., Upcraft, L., & Scott, P. (1991). *Perspectives on the freshman year.* (The Freshman Year Experience Monograph No. 2). Columbia, SC: National Resource Center for The Freshman Year Experience, University of South Carolina.

This monograph contains the text of six speeches given at Freshman Year Experience Conferences from 1988 through 1989. The speeches were selected based on their quality and their variety of view points. Speech titles include: "Educating Today's Freshmen" (Arthur E. Levine), "Evolving Theoretical Perspectives on Freshmen" (M. Lee Upcraft), "Today's Freshman: A Puzzle and a Challenge" (Alexander W. Astin), "Changing Demographics—Preparing Freshmen Students for the 21st Century" (Reginald Wilson), "Discovering, Remembering, Learning: When Our Separate Journeys Converge" (L. Lee Knefelkamp), and "International Perspective on the First-Year Experience" (Peter Scott).

Boyer, E. L., Brookfield, S. D., Tobias, S., Hartel, W. C., Smith, S. L., & Rendòn, L. I. (1992). *Perspectives on the freshman year II.* (The Freshman Year

Experience Monograph No. 8). Columbia, SC: National Resource Center for The Freshman Year Experience, University of South Carolina.

This is the second volume of published speeches stemming from Freshman Year Experience Conferences from 1990 through 1992. Titles include: "The Undergraduate Experience: Critical Issues for the 1990s" (Ernest L. Boyer), "On Impostorship, Cultural Suicide, and Lost Innocence: How Freshman Adults Experience Critical Thinking" (Stephen D. Brookfield), "Professors as First-Year College Students: What Can They Teach Us?" (Shelia Tobias), "Along the Way" (William C. Hartel), "Is Student Success Really A Serious Concern at Today's Universities?" (Stuart L. Smith), and "In Search of Hope and Heroes" (Laura I. Rendòn).

Brower, A. M. (1990). Student perceptions of life-task demands as a mediator in the freshman year experience. *Journal of The Freshman Year Experience*, 2(2), 7–30.

Brower writes about his ongoing research project that focuses on identifying sources of stress and coping strategies in the difficult high-school-to-college transition. He identifies seven basic task domains from data collected from first-year students at two separate universities in 1983, 1984, and 1987. In identifying these life-tasks, Brower argues that students are not primarily concerned with the tasks foreseen by the student development literature. These findings provide a fuller understanding of student experiences so that remedial and preventive programs can be developed to maximize student success in the first year. ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Brower, A. M. (1997). Prototype matching and striving for future-selves: Information management strategies in the transition to college. *Journal of The Freshman Year Experience and Students in Transition*, 9(1), 7–42.

Based on a comprehensive review of the literature, Brower presents a sequence of decisions made by students during their transition to college. Brower defines the transition to college period as the time from initial inquiry about the institution through the end of the first year of college. This decision-making sequence is divided into six distinct periods: from initial inquiry to acceptance, from acceptance to the student's summer orientation visit, the summer orientation visit itself, the student's arrival on campus before classes begin, the first semester, and; the second semester. Brower asserts that a student's decision-making process during this sequence can be described using the information management strategies of Prototype Matching, *and* Striving for Future-Selves. *The case is made that institutions can most effectively present information and services to students by knowing the particular decision-making period they inhabit and the information processing strategy they are using.* ***Related topic heading(s): Academic Support***

Chaskes, J. (1996). The first-year student as immigrant. *Journal of The Freshman Year Experience and Students in Transition*, 8(1), 79–91.

Chaskes offers a model for comprehending a student's transition from high school to college. His model draws from the literature on student development and from publications on immigrations of peoples—hence the immigrant analogy. According to the author, the first-year student experience is a process of socialization to a new cultural environment very similar to that which immigrants undergo when they arrive in a new land. This socialization process involves culture shock, the acquisition of new language, the internalization of academic, bureaucratic and social norms, and the embracing of new values and expectations.

Crawford, J. J. (1993). Recession and the role of developmental education: An interview with John N. Gardner. *Journal of Developmental Education, 17*(1), 22–24.

Crawford's interview with John N. Gardner, Associate Vice Provost at the University of South Carolina, is detailed in this article. Gardner responds to questions concerning financial cutbacks and he answers queries pertaining to first-year college student programming. ***Related topic heading(s): Financial Issues***

Erickson, B. L., & Strommer, D. W. (1991). *Teaching college freshmen.* San Francisco: Jossey Bass.

In this book, Erickson and Strommer offer practical guidance to new and veteran faculty on how to teach and create academic support systems for college students in their first year. Drawing on learning research, the authors explore reasons why teaching first-year students can be difficult and challenging. They illustrate what faculty can do to overcome these obstacles-from designing a useful syllabus and developing productive out-of-class assignments to implementing innovative techniques that can enhance class participation. Erickson and Strommer also present strategies for developing and maintaining personalized academic support through advising and mentoring. ***Related topic heading(s): Curriculum and Teaching***

FYE: The Newsletter of the National Resource Center for The First-Year Experience and Students in Transition. (1987–present). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

This quarterly newsletter reviews ideas for improving programs for first-year students, transfers, and seniors. Articles address academic and administrative approaches to starting and/or improving institutional programs for enhancing the success of students in transition. Practical, diverse, and current examples from around the world are provided.

Gardner, J. N. (1986). The freshman year experience. *College and University, 61,* 261–274.

Gardner describes the first-year seminar movement in the United States. The author furnishes the rationale behind the growing interest in first-year students. He also details some of the efforts being conducted to improve the first college year, and he discusses evaluating the effectiveness of seminar programming. ***Related topic heading(s): First-Year Seminars***

Gardner, J. N., & Barefoot, B. (1991). Reflections on the freshman year: An interview with David Riesman. *Journal of The Freshman Year Experience, 3*(2), 7–28.

Gardner and Barefoot interview distinguished Harvard sociologist David Riesman, the author of The Academic Revolution *(co-authored with Christopher Jencks) and* The Perpetual Dream *(co-authored with Gerald Grant). Riesman shares his insight on Harvard's first-year seminar, his own life experiences, books he feels first-year should read, his view on research, and higher education teaching preparation.*

Gilbert, S., Chapman, J., Dietsche, P., Grayson, R., & Gardner, J. N. (1997). *From best intentions to best practices: The first-year experience in Canadian postsecondary* *education* (Monograph No. 22). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

This monograph is the first comprehensive review of the first year for Canadian postsecondary students. It examines the range and consequences of courses and programs designed to improve their first year of study. It is based upon an in-depth survey of current practices in Canadian colleges and universities. The monograph concludes with a number of policy recommendations to improve the nature of the first year for Canadian postsecondary students. ***Related topic heading(s): International Perspectives***

Gordon, V. (1991). The evolution of a freshman seminar course: A case study. *Journal of The Freshman Year Experience, 3*(2), 107-116.

Gordon discusses the establishment and maintenance of a first-year seminar over a 70-year period at Ohio State University. The history of the course offers insight into the ways in which the changing values of higher education can affect the character of a course as it attempts to meet the needs of students. ***Related topic heading(s): First-Year Seminars***

Green, K. C. (1989). The children of upheaval: A look at today's college freshmen. *Journal of The Freshman Year Experience, 1*(2), 19-41.

This article begins by comparing today's students to those of the 1960s and early 1970s. Critics have stated that students of today are greedy and materialistic, intellectually docile, ambivalent if not outright apathetic, and politically and socially ultraconservative. Using data from the annual American Council on Education-UCLA Cooperative Research Institutional Program (CIRP) survey of college freshmen, the author of this article challenges these assumptions. Green asserts that today's first-year students are children of upheaval. They grew up during the high inflation of the 1970s and the severe recession of the early 1980s, thus they are concerned with financial security and job opportunities. Many feel that they cannot equal, let alone surpass, the economic attainments of their parents. Most feel that it will take the efforts of two working parents to be able to provide what they had as a child in a family where only their fathers worked. As a result of this, today's students are attempting to plan for an economically troubled future by engaging in portfolio-building behavior, which Green compares to strategic planning so commonplace in corporations and on college campuses. The author calls on institutions of higher education to do three things: a) help students acquire the information they will need to live in the 21st century, b) rebuild the students' self-confidence so they can feel in control of their environment and be optimistic about their future, and c) help students to develop a capacity to be flexible so as to be able to cope and succeed amidst the inevitable change that is a part of everyone's existence.

Journal of The First-Year (Freshman) Year Experience and Students in Transition. (1986–present). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

This semiannual refereed journal provides current research and scholarship on the first college year with a recently expanded focus to include other student transitions. The journal contains definitive scholarship by respected higher education researchers. Past contributors include Trudy Banta; David Riesman; Patricia Cross; William Sedlacek; Virginia Gordon; Diane Strommer; K. C. Green; Vincent Tinto; Gary Kramer; and Maryellen Weimer.

Murtuza, A., & Ketkar, K. W. (1995). Evaluating the cost-effectiveness of a freshman studies program on an urban campus. *Journal of The Freshman Year Experience, 7*(1), 7–26.

Serving as a follow-up to Ketkar and Bennett's 1989 study, "Strategies for Evaluating a Freshman Studies Program," this article assesses the cost-effectiveness of the Freshman Studies Program at Seton Hall University. According to the authors, the Freshman Studies Program is responsible for the provision of centralized advisement and the teaching of a one-credit study skills seminar for Seton Hall's entering freshman-level students. The authors examine the effectiveness of the Freshman Studies Program and they discuss the program's cost. Despite an increase in cost over time, Murtuza and Ketkar assert that the Freshman Studies Program provided a cost-effective approach to student advising. They also contend that the model used to reach this conclusion can be used to justify the existence of other academic and academic support programs using cost-benefit criteria. ***Related topic heading(s): Academic Advising and Student Counseling, Assessment and Evaluation, Financial Issues***

National Resource Center for The First-Year Experience and Students in Transition. (1982 - present). *Proceedings of the Conferences on The First-Year (Freshman Year) Experience*. Columbia, SC: Author.

The proceedings from the regional, national, and international conferences on The First-Year Experience contain a compilation of abstracts from hundreds of concurrent conference sessions as well as names and addresses of presenters. These volumes provide a rich array of practical, novel, and theoretical approaches to first-year programming, and they collectively represent one of the most comprehensive sources of such information available.

Rosser, S. (1989). Creating a learning environment that is conducive to learning for the majority. *Journal of The Freshman Year Experience, 1*(1), 53–63.

Rosser presents findings on making the college classroom conducive to learning for women. Women have become the new majority among first-year students. As a result of this, all faculty, especially those who instruct first-year seminars as well as other introductory level courses, will need to be aware of the research on learning for women and how this research impacts classroom interactions and curriculum. ***Related topic heading(s): Curriculum and Teaching, Student Sub-Populations***

Sanford, N. (1979). Freshman personality: A stage in human development. In N. Sanford & J. Axelrod (Eds.), *College and character,* (pp. 107-111). Berkeley, CA: Montaigne.

This short, concise chapter offers excellent insight regarding human development and first-year personality. It is also full of pertinent information about the period between adolescence and early adulthood. ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Sax, L. J., Astin, A. W., Korn, W. S., & Mahoney, K. M. (1966–present). *The American freshman: National norms for fall, 1966–.* Los Angeles: University of California, Higher Education Research Institute.

This report presents an annual summary of the results of the Cooperative Institutional Research Program (CIRP) survey of college first-year students. Established in 1966, this *national longitudinal study of the American higher education system involves data from 1,300 institutions, over 8 million students, and more than 100,000 faculty. The basic purpose of the CIRP survey is to assess the effects of college on students and to provide a normative profile of American college freshmen.*

Steele, G. E. (1995). Academic advising for first-year students: An annotated bibliography. In M. L. Upcraft & G. L. Kramer (Eds.), *First-year academic advising: Patterns in the present, pathways to the future* (pp. 179–197). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

This source is an appendix to a larger monograph on advising first-year students. The author selected items for the appendix from across a broad range of academic advising-related topics that appeal to the professional interests of both practitioners and researchers. The topics include: Special Populations (adult students, African-American students, Asian-American students, Hispanic-American students, multicultural advising, Native-American students, student athletes, students with learning disabilities, undecided students, and underprepared students); Academic Advising and its Institutional Context (assessment and evaluation, first-year students, learning communities, operation of academic advising, training, rewarding and recognizing faculty advisors, the undergraduate experience); Orientation Programs; Academic Advising Practices (publications, computer networks, instruments and inventories, administrative software, career exploration and planning computer programs); and Academic Advising and Support Organizations. ***Related topic heading(s): Academic Advising and Student Counseling***

Townsend, A. (1956). *College freshmen speak out.* New York: Harper and Brothers.

This book provides a delightful introduction from a student perspective to various experiences of freshmen during the first year of college attendance. Although it was published over 40 years ago, this work provides timeless advice and information aimed at a better understanding of college freshmen. Many of the concerns and issues presented by these students are not unlike the concerns and issues confronting first-year college students today.

Upcraft, M. L., & Gardner, J. N. (1989). *The freshman year experience: Helping students survive and succeed in college.* San Francisco: Jossey-Bass.

Upcraft, Gardner, and their associates discuss policies, decisions, and programs/services that enhance first-year success. The book is divided into five parts. Part I — Today's Freshmen and the College Experience — includes four chapters: "Who Are Today's Freshmen," "A Historical Look At The Freshman Year Experience," "Understanding Student Developments: Insights," and "Impacts of College on Freshman Students." Part II—Essential Programs and Services for First-Year Students—contains nine chapters: "Connecting Students to Institutions: Keys to Retention and Success," "Orientation Programs," "Academic Advising," "Academic Support Programs," "Mentoring Programs," "Counseling," "Residence Halls and Campus Activities," "Health and Wellness Programs," and "Character Development." Part III—The Freshman Seminar—is comprised of five chapters: "Origins and Purposes of the Freshman Seminar," "Elements of an Effective Seminar: The University 101 Program," "How Seminars Enhance Student Success," "Starting a Freshman Seminar Program," and "A President's Perspective on the Value of Freshman Seminars." Part IV—Helping Diverse Freshman Populations—includes eight chapters: "Hispanic Students," "Black Students," *"Women Students," "Adult Learners," "Commuter Students," " Student Athletes," "Disabled Students," and "Honors Students." The final section, entitled Building Campus Support For a Strong Freshman Year program, includes two chapters: "Providing Administrative, Faculty, and Staff Leadership," and "Academic and Student Affairs in Partnership for Freshman Success." The work contains 520 references.*

Whiteley, J. M. (1991). Reflections of a former freshman. *Journal of The Freshman Year Experience, 3*(1), 85–92.

Whiteley reflects on his moral development during college in the late 1950s. He asserts that the formal curriculum of his first-year did not explicitly address the subject matter of moral choice. The presentation of this material was left to the hidden curriculum of the collegiate peer culture. According to Whiteley, this lack of a distinct moral education was due to a general deficiency in the body of theoretical literature on moral reasoning. The past four decades of research, however, have yielded "a cumulative legacy of opportunity" for creating educational experiences that raise the level of moral reasoning. The author calls on institutions of higher learning to use this information when producing our society's next generation of leaders. ***Related topic heading(s): Student Behavior, Characteristics, and Development***

First-Year Seminars

First-year seminars have been called the "most popular, fastest growing structure(s) in freshman education." Whether presented as a single course with uniform content across sections, or a discipline-specific offering that varies by department, the popularity of this type of course relates to its established effectiveness in improving student retention and academic success. The books, articles, and monographs included in this section review essential processes for developing and implementing first-year seminars, take a look at related political dynamics, examine assessment practices, and discuss outcomes for students participating in these types of courses.

Anselmo, A. (1997). Is there life after the freshman seminar? The case for the freshman seminar class reunion. *Journal of The Freshman Year Experience and Students in Transition, 9*(1), 105–130.

Anselmo reports the results of a pilot study that tested the effectiveness of first-year seminar class reunions on the reduction of attrition. Students who took part in three reunions over six semesters (n = 21) had higher levels of retention and better grade point averages than a control group of students who took the seminar but did not have the reunions. While the study is limited due to its small sample size, it does provide encouraging results as well as a framework for future analysis with a larger student population.

Barefoot, B. O. (1993). *Exploring the evidence: Reporting outcomes of freshman seminars* (Monograph No. 11). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience.

This monograph delves into the outcomes evidence on the impact of first-year seminar/student success courses. It contains descriptions of first-year seminars and their research-based outcomes from more than 30 diverse institutions including two-year and four-year, public and private colleges and universities throughout the United States and Canada. These outcomes include improved student retention, grade point averages, graduation rates, student self-assessment, and student satisfaction, in addition to ways faculty change as a result of teaching the freshman seminar.

Barefoot, B. O., & Fidler, P. P. (1992). *1991 National survey of freshman seminar programming. Helping first-year college students climb the academic ladder.* (Monograph No. 10). Columbia, SC: National Resource Center for The Freshman Year Experience.

The monograph reports the results of the 1991 survey that examined the scope of first-year seminar programming. The study surveyed 2,460 regionally accredited colleges and universities of whom 1,064 responded. The report reveals the most common first-year seminar types, and it provides information regarding the essential characteristics of most first-year seminars. In addition, the report offers information on the history and theory of first-year seminar programming, case studies of model programs, study implications, the survey instrument, and a list of participating institutions that reported offering freshman seminars.

Barefoot, B. O., & Fidler, P. P. (1994). *The 1994 national survey of freshman seminar programs: Continuing innovations in the collegiate curriculum* (Monograph No. 20). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

This volume reviews the most current national data on first-year seminars as they exist in over 720 regionally accredited colleges and universities in the United States. Information is offered on both structure (credit, grading, class size, instructor training, compensation, link with academic advising, etc.) and content of these courses. Complete descriptions are also provided for selected seminars that represent the five most common seminar types.

Barefoot, B. O., Warnock, C. L., Dickinson, M. T., Richardson, S. E., & Roberts, M. R. (Eds.). (1999). *Exploring the evidence volume II: Reporting the outcomes of first-year seminars* (Monograph No. 25). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Produced with cooperation from the Houghton Mifflin Company, this monograph is a compendium of 50 institution-based research studies on first-year seminars. The outcomes reported herein describe programs that improve retention and graduation rates, enhance the academic performance of students, boost levels of student satisfaction, positively influence student adjustment to college, and affect change in faculty attitudes and teaching styles.

Bauska, B., & Phibbs, P. (1989). Novel orientation programs introduce students to campus community. *Educational Record, 70,* 40–42.

The authors describe first-year orientation programs at three institutions—the University of Puget Sound, Dartmouth College, and Bard College. According to the article, these colleges/universities are easing the difficult transition from high school to college through their first-year programmatic efforts. In so doing, the institutions named enhanced first-year retention rates, improved faculty teaching, and strengthened sense of community.

Bedford, M. H., & Durkee, P. E. (1989). Retention: Some more ideas. *NASPA Journal, 27,* 168–171.

This article reviews research on retention. The authors examine retention efforts that use first-year seminars and student leadership development programs to enhance college student persistence. The authors conclude that overall awareness of the institution and its resources as well as involvement in the academic/social aspects of college life appear to be major components of student retention. ***Related topic heading(s): Retention and Success of First-Year Students***

Blackhurst, A. E. (1995). The relationship between gender and student outcomes in a freshman orientation course. *Journal of The Freshman Year Experience and Students in Transition, 7*(2), 63–80.

This article examines gender differences on first-year student development of purpose, mature relationships, and academic autonomy. The author also focuses on the influence of gender on mentoring relationships between first-year students and their respective first-year seminar instructors. Results show a statistically significant difference between male and female patterns of psychosocial development during the first year. In addition, results also revealed that the effects of gender on the mentoring relationship might influence *student psychosocial development.* ***Related topic heading(s): Student Behavior, Characteristics, and Development; Student Sub-Populations***

Boe, J., & Jolicoeur, P. (1989). The evolution of a freshman seminar. *NACADA Journal, 9*(1), 51–59.

The authors trace the evolution of California Lutheran University's first-year seminar. The seven-week seminar emphasizes building relationships and helping students to make decisions about college and post-collegiate careers. Issues that arose during the evolution of the course include the role of peer advisors, maintaining institution-wide support, major vs. non-major advising, credit, and academic content.

Brown, D. M. (1989). A cognitive development analysis of the freshman seminar experience. *Journal of The Freshman Year Experience, 1*(2), 83–91.

One of the goals of a first-year seminar is to provide a friendly environment that will foster a smooth transition to academic life. While it has been shown that the experience usually meets this need, there is little investigation into how and why this works. The author of this article suggests three areas that deserve more in-depth examination in regard to their impact on the concept of a first-year seminar. These areas include knowledge domains, metacognition, and acculturation. Brown asserts that these three concepts are implicit in a successful first-year seminar, yet their importance is not always made explicit to the course leaders.

Brown, D. M., & Christiansen, K. E. (1990). Coping with loss: Emotional acculturation in first semester freshmen. *Journal of The Freshman Year Experience, 2*(1), 69–83.

Frequently, one can find loss and sadness expressed in the journal entries of students enrolled in first-year seminars. This may come as a surprise to many instructors, because we assume that these students should be happy and excited about their new college environment/ experience. Instructors can readily identify with feelings of loneliness, sadness, and fear that soon become evident in many of their students, yet few first-year seminar training programs mention this phenomenon. Instructors need skills in identifying the frequency, severity, and other aspects of grief emotions related to real or perceived loss as experienced by matriculating first-year students. This article reviews various psychological studies of grief and applies findings from those studies to recommend methods by which instructors can aid first-year students in coping successfully with feelings of grief. ***Related topic heading(s): Student Behavior, Characteristics, and Development.***

Buchanan, S. R. (1993). University 101 for high school students. *Journal of The Freshman Year Experience, 5*(2), 49–68.

Buchanan studied the effects of a modified University 101 course taken during the senior year of high school on students' ensuing adjustment to college. Students who volunteered for the study were randomly assigned to either the University 101 course, a government and international studies course, or a control group. Quantitative and qualitative longitudinal data were analyzed to determine the effect of University 101 on students' "anticipatory socialization," grade point averages, rate of retention, and overall adjustment to college. Buchanan's results indicate that enrollment in a modified version of University 101 during high school may be an effective method of preparing for the transition to college. ***Related topic heading(s): Academic Support***

Chapman, L. C., & Reed, P. J. (1987). Evaluation of the effectiveness of a freshman orientation course. *Journal of College Student Personnel, 28*, 178–179.

The authors report on a three-year study of an Ohio University orientation course. The results of the study revealed that course participants and nonparticipants did not differ significantly in grade point average (GPA). This result contradicted expectations that course participants would have a lower GPA based on their lower ACT scores. Participants claimed the course benefited them by enhancing their knowledge of university resources and by providing them with individualized attention and interaction with the course facilitator. ***Related topic heading(s): Assessment and Evaluation***

Cohen, R. D., & Jody, R. (1978). *Freshman seminar: A new orientation*. Boulder, CO: Westview Press.

This is a somewhat dated work that nevertheless presents powerful rationale for establishing an extended first-year orientation program and/or first-year seminar. The authors provide a step-by-step blueprint for establishing and presenting a first-year seminar. Particular attention is given to the planning and teaching of first-year seminars as well as their content and format. The book includes sample inventories and role techniques.

Cuseo, J. B. (1991). *The freshman orientation seminar: A research-based rationale for its value, delivery, and content.* (Monograph No. 4). Columbia, SC: National Resource Center for the Freshman Year Experience.

Cuseo provides a conceptual framework for decisions related to the administrative delivery and the course content of first-year orientation seminars. The author provides and discusses 10 guidelines for course administration and seven topics for course content. The work is based on research findings in the areas of student retention, student learning and academic achievement and student development, and it contains 117 references related to these themes.

Davis, B. O., Jr. (1992). Freshman seminar: A broad spectrum of effectiveness. *Journal of The Freshman Year Experience, 4*(1), 79–94.

Many faculty members as well as students regard first-year seminar courses to be advantageous primarily to academically at-risk students. The author reports the outcomes of a longitudinal retention study, conducted at Kennesaw State College in Marietta, Georgia, that assessed the academic performance of students who have taken first-year seminars and compared it to the performance of students not enrolled in first-year seminars. The results indicate that the stereotypic image is erroneous. The article reveals that regularly admitted students (those with higher SAT scores) who had completed a first-year seminar were retained at a higher rate than their seminar classmates with lower SAT scores. Developmental studies students (those on the lower end of the academic spectrum) with first-year seminar participation show a modest improvement in both retention and classroom performance (grade point average) when contrasted with a comparable group of non-seminar participants. Bowman interprets the results of the study within the context of Tinto's model of institutional departure. ***Related topic heading(s): Retention and Success of First-Year Students***

Denson, E. L. (1994). Developing a freshman seminar for student-athletes. *Journal of College Student Development, 35*(4), 303–304.

Denson describes a two-credit, semester-long first-year seminar taught within the College *of Physical Education, Athletics, & Recreation at the University of Delaware. The content in these sections is geared toward the needs of student athletes, but non student-athletes are permitted to enroll in the course as well, in accordance with NCAA regulations.* ***Related topic heading(s): Student Sub-Populations***

Donnangelo, F. P. (1985). Freshman orientation and career development: How effective is it? *Journal of College Placement, 45,* 23–24.

Donnangelo reports on a study conducted at Bronx Community College that contrasted freshman orientation/career development course participants and nonparticipants. The study found that those who attended the course had higher fall and spring grade point averages and retention rates than those who did not attend. ***Related topic heading(s): Career Issues, Retention and Success of First-Year Students***

Drew, C. P. (1990). We can no longer love 'em and leave 'em: A paper on freshman retention. *Community College Review, 17,* 54–60.

This article reviews the literature that provides reasons for student attrition. The author presents a retention plan that begins at onset of a student's college experience. The plan begins at registration, includes a six-hour orientation that emphasizes academic excellence, pairs students with a faculty mentor, and contains a for-credit, extended orientation seminar that students are required to attend. ***Related topic heading(s): Community and Two-Year Colleges***

Education: Attention to humanistic side of science urged. (1983). *Chemical and Engineering News, 61*(14), 31.

The article briefly describes a first-year seminar conducted at Macalester College, located in St. Paul, Minnesota. Macalester's seminar, taught by science, social science, and humanities faculty, focuses on the humanistic side of science. According to the article, this focus allows students to bridge the gap between sciences and the humanities successfully.

Eison J. (1990). "Why study?" A guide for discussion leaders. *Journal of The Freshman Year Experience,* 2(1), 119–126.

The article expounds that one of the single greatest academic challenges faced by first-year students involves learning how to study in an effective and efficient manner. The author presents an activity to be used in the first three weeks of a first-year seminar that helps participants to actively explore some issues associated with the construction of a personal study philosophy. It is hoped that student motivation will be enhanced by using this tool, and hence their academic achievement will be positively influenced as well. ***Related topic heading(s): Academic Support***

Ellis, D. B., & Gardner, J. N. (1997). *A meeting of the minds: Two perspectives on new student seminars* [Teleconference Video]. (Available from The National Center for The First-Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia, SC 29208)

This three-hour teleconference video features John N. Gardner and David B. Ellis and provides their perspectives on a wide range of issues related to first-year seminar development and implementation. It covers the essential characteristics of seminars that lead to their long-term survival and success and offers strategies for designing, teaching, and evaluating *effective seminars. A 40-page packet of academic material including a comprehensive bibliography accompanies the videotape. The teleconference was originally broadcast to 160 colleges and universities on March 25, 1997.*

Ellis, D. B., & Gardner, J. N. (1998). *Teaching new student seminars: Classroom strategies for student retention* [Teleconference Video]. (Available from The National Center for The First-Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia, SC 29208)

This teleconference video recording features noted first-year seminar text authors David B. Ellis and John N. Gardner. It focuses specifically on teaching new student seminars so as to increase the likelihood of improved student retention. The teleconference addresses topics including course objectives, course content, training instructors, instructional strategies, texts and other course resources, and evaluation. ***Related topic heading(s): Curriculum and Teaching, Retention and Success of First-Year Students***

Fidler, P. P. (1991). Relationship of freshman orientation seminars to sophomore return rates. *Journal of The Freshman Year Experience, 3*(1), 7–38.

Fidler reports on his data compilation concerning the sophomore return rates of participants versus nonparticipants in first-year orientation seminars at the University of South Carolina. The annually accumulated data spans the years 1973 to 1988. The results show that seminar participants had lower academic ability, higher course loads, and no differences in motivation. The analysis also reveals that course participants sought out a faculty mentor, used student services, and/or joined extra-class activities more frequently when compared with non-course participants. Fidler summarizes that the brighter, more highly motivated students did not self-select into the first-year seminar; yet the seminar participants achieved a higher sophomore return rate than the nonparticipants. This higher return rate can probably be attributed to the process and the content of the first-year seminar course. ***Related topic heading(s): Retention and Success of First-Year Students***

Fidler, P. P., & Fidler, D. S. (1991). *First national survey on freshman seminar programs: Findings, conclusions, and recommendations* (Monograph No. 6). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience.

This monograph presents the results of the 1988 national survey of first-year seminar programs. Of the 3,168 surveys mailed, 1,699 were returned. Of these, 1,164 indicated that a first-year seminar course was offered. Other findings include content, faculty/staff development programs, training programs for instructors, and description of first-year seminar instructors by all institutions, type and size. The authors also make conclusions and recommendations based on their findings.

Fidler, P. P., & Moore, P. S. (1996). A comparison of effects of campus residence and freshman seminar attendance on freshman dropout rates. *Journal of The Freshman Year Experience and Students in Transition, 8*(2), 7–16.

The authors compare the relative effects of (a) living on campus and (b) participating in a first-year seminar on dropout rates at the University of South Carolina from 1986 to 1993. When examined together, the percentage of all first-year dropouts attributable to not living on campus (7.8%) exceeded that attributable to not participating in a first-

year seminar (4.1%). However, the number of students affected was larger for the first-year seminar since there were over twice as many non-seminar participants (N = 10,336) as there were students not living on campus (N = 4,427) during the period examined. Fidler and Moore also report that students who took the seminar and lived on campus had the lowest dropout rates of any group in the study, while those who did neither had the highest rate of attrition. ***Related topic heading(s): Residence Life, Retention and Success of First-Year Students***

Fratrantuono, M. J., & Senecal, K. S. (1996). Matching methods to objectives and assessing results: A simulation as the capstone experience in a freshman seminar about international relations. *Journal of The Freshman Year Experience and Students in Transition, 8*(2), 57–78.

This article identifies the teaching objectives set for a first-year seminar on international relations and the manner in which achievement of the objectives was measured. The authors describe the methods used to create the objectives and they review the activities included in the various segments of the course. Fratrantuono and Senecal then describe how they assessed and evaluated the course activities and achievement of objectives by examining the transcripts of a simulated negotiation of the Camp David Accords—the course's capstone experience. The authors' annotated excerpts of the exercise suggest that the seminar participants achieved the objectives associated with the course. The authors also suggest that transcript assessment can provide a research method that can measure both cognitive and affective aspects of learning when more rigorous designs are not possible or desirable. ***Related topic heading(s): Assessment and Evaluation, Curriculum and Teaching***

Freshman orientation seminars and/or courses - An annotated bibliography. (1993). Ohio State University: National Clearinghouse for Academic Advising.

The National Clearinghouse for Academic Advising, affiliated with the National Academic Advising Association (NACADA), produced and published this annotated bibliography of sources related to first-year orientation seminars. The list contains 92 titles/references.

Gardner, J. N. (1986). The freshman year experience. *College and University, 61*, 261–274.

Gardner describes the first-year seminar movement in the United States. The author furnishes the rationale behind the growing interest in first-year students, details some of the efforts being conducted to improve the first-year, and discusses evaluating the effectiveness of seminar programming. ***Related topic heading(s): The First Year***

Gordon, V. (1991). The evolution of a freshman seminar course: A case study. *Journal of The Freshman Year Experience, 3*(2), 107–116.

Gordon identifies some of the issues that were involved in the establishment and maintenance of a first-year seminar over a 70-year period at Ohio State University. The tracing of the evolution of this course offers the reader a perspective of the way in which the changing values of higher education have had an impact on the character of this course as it attempts to meet the needs of the changing first-year student population of Ohio State. ***Related topic heading(s): The First Year***

Gordon, V. N., & Grites, T. J. (1984). The freshman seminar course: Helping students succeed. *Journal of College Student Personnel, 25*(4), 315–320.

The authors express their support for the development of courses that help first-year students derive the most benefit from their college experience. The article addresses issues such as course goals, format, and enrollment. In addition, the topics of credit, grading, and evaluation are discussed.

Hanley, G. L., & Oliar, S. L. (1996). Preparing incoming students for the university educational process: From the students' perspective and retrospective. *Journal of The Freshman Year Experience and Students in Transition, 8*(1), 47–77.

The authors describe three surveys that were used to determine the effectiveness of University 100, a one-credit academic orientation course offered at California State University, Long Beach. The first survey, a narrative assessment, was completed by approximately 1,100 students following the conclusion of the course in fall 1992. The second survey, a quantitative assessment instrument, was completed by 1,613 University 100 participants who took the course in fall 1991. The third survey, also a quantitative assessment, was completed by 83 students in upper division courses who took University 100 one to three years before the study. The authors analyzed the students' perspective and retrospective responses to the three survey instruments and concluded that University 100 was very successful in achieving its goals and in preparing students to deal with university-level work and educational processes. Factor analysis revealed three key factors contributing to the success of the University 100 program: a) what was taught in the course; b) how the course was taught; and c) the support for personal, psychological, and attitudinal changes in the course. Following this summary, the authors describe three additional retention-enhancing programs that were initiated at California State University Long Beach in fall 1992. These endeavors included a coupled course program called LINKS, an academic and cocurricular program targeted at students with low SAT verbal or English placement test scores called Learning Alliance, and a program targeted at students with interests in math and science called Student Access to Science (SAS). All three new programs included a University 100 course as part of their structure. ***Related topic heading(s): Learning Communities***

Hayes, J., Munro, S., Arnold, L., & Duckwall, J. (1993). A support program for freshman medical students. *Journal of The Freshman Year Experience, 5*(1), 77-92.

The authors describe the Year One Support Program, an intervention designed to help students face the curriculum and developmental task demands associated with enrollment in the University of Missouri-Kansas City School of Medicine. This institution combines the general and professional education of medical doctors into a single, six-year curriculum which results in the awarding of the BA and MD degrees at the conclusion of instruction. Analysis of the 100 students in the 1988 Year One Support Program reveals that the intervention assists the students in the mastery of academic performance, career development, interpersonal relations, and self-development. ***Related topic heading(s): Academic Support***

Hopkins, W. H. (1988). *College success: A transitional course for freshmen.* Washington, DC: American Association of State Colleges and Universities.

The State University of New York College at Cortland's first-year student transitional course, named College Success, is described in this report. According to the author, the course is *designed to help students cope with the difficult high-school-to-college transition and to overcome deficits in learning and study skills. The seminar uses small group experiences to address issues such as effective learning, orientation, advisement, and personal development. The development of College Success is discussed, as are results indicating improved grade point average, lower student dismissal, and improved student/instructor interaction as a result of participation in the course.*

Hyers, A. D., & Joselin, M. N. (1998). The first-year seminar as a predictor of academic achievement and persistence. *Journal of The Freshman Year Experience and Students in Transition, 10*(1), 7-30.

The authors examined commonly available academic background information—high school percentile rank, SAT scores, and grades earned in college courses—to determine which indicators, and/or combination thereof, best predicted student academic achievement and persistence at the Massachusetts College of Liberal Arts. It was discovered that grades earned in a new first-year seminar course (FYS) were better predictors of both college academic achievements and persistence than were high school rank and SAT scores. Based on their findings, the authors state that students who are earning a C+ or less in the FYS course at mid-semester require closer attention and/or intervention to help diminish their higher risk of dropout. ***Related topic heading(s): Assessment and Evaluation, Retention and Success of First-Year Students***

Kleupfel, G. A. (1994). Developing successful retention programs: An interview with Michael Hovland. *Journal of Developmental Education, 17*(3), 28–34.

This article, part of a special edition on student retention, records Gail Kleupfel's interview with Michael Hovland. Hovland is a senior consultant with Noel Levitz, a nationally recognized resource group for student services and retention. During the interview, Hovland and Kleupfel discuss the success of the summer bridge programs at the Universities of Virginia and California at Berkeley, the first-year seminar at the University of South Carolina, and Rutgers University's faculty-led approaches to providing assistance in high-risk courses. In addition, institutional mission, political issues and assessment are discussed in the context of student retention. ***Related topic heading(s): Academic Support, Retention and Success of First-Year Students, Summer Bridge Programs***

Maisto, A.A., & Tammi, M. W. (1991). The effect of a content-based freshman seminar on academic and social integration. *Journal of The Freshman Year Experience, 3*(2), 29–48.

The authors used a questionnaire that assessed the effect of a content-based first-year seminar course on measures of social and academic integration. The outcomes show that students enrolled in a first-year seminar earn significantly higher grade point averages and report more out-of-classroom interaction with faculty than do students who have not enrolled in a first-year seminar. This information supplies a powerful rationale for support of first-year seminar courses.

Mark, M. M., & Romano, J. J. (1982). The freshman seminar program: Evaluation of an introduction to the liberal arts. *Evaluation Review, 6*(6), 801–810.

Pennsylvania State University conducted this trial first-year seminar program in an attempt to improve the quality of liberal arts education. The authors state that the seminar instructors attempted to accomplish this by introducing first-year students to a particular *discipline, improving academic advising, and orienting the students to college. The authors report that the seminar resulted in more favorable attitudes, but it did not lead to any perceptible differences in performance or retention.* ***Related topic heading(s): Assessment and Evaluation***

Masiello, L. (1993). *Write at the start: A guide to using writing in freshman seminars* (Monograph No. 9). Columbia, SC: National Resource Center for The Freshman Year Experience.

Masiello's six-chapter monograph explores ways in which first-year college students can benefit from writing, and offers specific, practical recommendations for implementing writing in first-year seminar courses. In addition, the appendix offers suggestions for in-class and out-of-class writing assignments in several topic areas. ***Related topic heading(s): Curriculum and Teaching***

McAdams, C. R., III., & Foster, W. A. (1998). Promoting the development of high-risk college students through a deliberate psychological-based freshman orientation course. *Journal of The Freshman Year Experience and Students in Transition, 10*(1), 51–72.

The authors describe the outcomes of a Deliberate Psychological Education-based (DPE) extended orientation seminar for high-risk, first-year, African-American students. DPE refers to an educational format which furnishes experiences that make students aware of the limits or contradictions in their way of constructing the world. It includes active problem solving, role-playing experiences and interactive exchanges with peers—all of which speed up psychological development with gains that are maintained and cumulative. The authors compared the outcomes of students in two sections that used a DPE instructional model to those of students in two sections that used standard, lecture-style methods. Results of this comparison showed that students in the DPE-based course sections had significantly greater increases in study skills and measures of cognitive development than the students in the control group. The experimental group also expressed greater levels of course satisfaction than their non-DPE counterparts. ***Related topic heading(s): Student Sub-Populations***

Murphy, R. O. (1989). Freshman year enhancement in American higher education. *Journal of The Freshman Year Experience, 1*(2), 93–102.

In this essay, Murphy examines several models of first-year seminar programs. He reviews the assessment and research literature showing the efficacy of this type of program, and he addresses the research emphasis of the National Center for the Study of The Freshman Year Experience at the University of South Carolina.

Ness, M. E. (1989). University studies: The genesis of an orientation class. *NASPA Journal, 26*, 202–06.

Ness and associates describe the creation of an extended orientation course, called University Studies, at the University of Central Arkansas. The goal of University Studies is the enhancement of student awareness of academic life and the refinement of study skills. The authors assert that by positively impacting these two areas, student retention is increased.

Odell, P. M. (1996). Avenues to success in college: A non-credit eight-week freshman seminar. *Journal of The Freshman Year Experience and Students in Transition, 8*(1), 79–92.

Odell evaluates a non-credit, eight-week first-year orientation program at Bryant College. Called Awareness to Success in College, *the seminar aims to familiarize students with campus facilities, teach them study and coping skills, and provide information about drug and alcohol use and other matters of concern to new first-year students. Results showed that seminar participants earned higher grades, had lower rates of academic difficulty, and dropped or failed fewer courses than non-participants. The course was of particular benefit to males and to voluntary participants. In addition, the author reports that high-risk students benefited from the program at least as much as other students.* ***Related topic heading(s): Academic Support***

Rice, R. (1991). *An annotated review of the investigations of freshman seminars and extended orientation sources.* (ERIC Document Reproduction Services No. ED 339 979)

This paper provides an annotated review of the investigations on first-year seminar/extended orientation sources. Rice provides faculty and administrators with general information on the configuration of these courses, and he also furnishes sources that discuss the seminar's/course's general effects. Topics include first-year seminar effect on student retention; attitudes toward college; academic performance; student/faculty involvement; faculty; attitudes toward faculty; student utilization of academic services; student knowledge about the institution; extracurricular involvement; academic skills remediation; student personality factors; organization and content; and a historical overview of the development of first-year seminars.

Rice, R. (1992). Reactions of participants to either one-week pre-college orientation or to freshman seminar courses. *Journal of The Freshman Year Experience, 4*(2), 85–100.

In this study, Rice compares the reactions of first-year Oregon State University students to three different types of orientation/first-year seminar offerings. The three offerings included: (a) a week-long orientation program that occurred immediately prior to registration (n = 1,012); (b) a one-credit, extended orientation seminar taught by specially trained students (n = 1,105), and; (c) a one-credit, university seminar course taught by volunteer faculty members (n = 88). Responses from the three matched groups indicated that the first-year students enrolled in the two courses shared similar experiences and reactions. The students in the courses felt significantly better informed about the campus than did the nonparticipants, and they felt as if they had been treated more like adults. In addition, students enrolled in the courses felt better academically integrated, and they were more likely to feel that some aspect of the college was helpful to them. There were also differences between the faculty-led and student-led courses. Rice's findings accent the importance of investigating the growing variety of first-year seminars in order to identify their common effect and distinguish their different impacts upon first-year students. ***Related topic heading(s): Assessment and Evaluation, New Student Orientation***

Rice, R., & Coll, K. (1991). The freshman seminar at the community college: A tool for integrating student, faculty, and institutional development. (ERIC Document Reproduction Services No. ED 341 409)

According to the authors, America's two-year colleges share a common commitment to *developmental philosophy. Strategies that simultaneously contribute to faculty, student, and institutional growth, such as a first-year seminar, are a method by which a two-year institution can provide developmental programming that is both effective and cost-saving. Rice and Coll examine the first-year seminar as it exists at the community college. They address the frequency of first-year seminars in the two-year environment in comparison to the four-year environment, and they discuss community college freshman seminar course content.* ***Related topic heading(s): Community and Two-Year Colleges***

Sagaria, M. A. (Fall 1979). Freshman orientation courses: A framework. *Journal of the National Association of Women Deans and Counselors, 43*(Fall), 3–7.

Based on research regarding student retention and existing programs from 20 colleges and universities, Sagaria presents a conceptual framework of first-year orientation courses. The author describes in detail three classifications of first-year orientation courses (Interdisciplinary Courses, Developmental Courses, Utilitarian Courses) and the means by which these types of courses promote student integration on the college campus. Introduced is the concept of "compensatory effect" regarding "at-risk" students who participate in a freshman orientation experience. This concept implies that when these "at-risk" students are retained at rates similar to the general population, the orientation experience can be considered a successful retention experience.

Schwitzer, A. M. (1991). Adjustment outcome of a freshman seminar: A utilization-focused approach. *Journal of College Student Development, 32*(6), 484–489.

Schwitzer and others evaluated the outcomes of a freshman orientation seminar on student adjustment to college. Analysis of the sample, which was comprised of 113 students, revealed that participation in the seminar resulted in improved academic and social adjustment. This contrasted with the all-too-often repeated trend of declining adjustment over the first semester. According to the authors, the seminar was specifically successful at increasing the participants' knowledge about the university, promoting adjustment to the campus social environment, and providing necessary support services to the students. ***Related topic heading(s): Assessment and Evaluation***

Shanley, M. G., & Witten, C. H. (1990). University 101 freshman seminar: A longitudinal study of persistence, retention, and graduation rates. *NASPA Journal, 27*(4), 344–352.

Shanley and Witten studied the effects of a first-year seminar course on the persistence and graduation rates of the 1979 freshman class seven years after their matriculation at the University of South Carolina. Their findings revealed a strong correlation between successful completion of University 101 (the first-year seminar course) and increased retention, persistence, and graduation rates for those who had taken University 101 as first-year students. ***Related topic heading(s): Retention and Success of First-Year Students***

Smitheram, V. (1989). Politics of persuasion: Establishing a new freshman seminar with full academic credit. *Journal of The Freshman Year Experience, 1*(1), 79–95.

Smitheram discusses the theories and practices of the politics of curriculum reform, conflict theory, and participatory management styles utilized while working to institute a first-year seminar course at the University of Prince Edward Island. The step-by-step strategy for negotiating the approval process is applicable to all types of curriculum reform.

Strumpf, G., & Hunt, P. (1993). The effects of an orientation course on the retention and academic standing of entering freshmen, controlling for the volunteer effect. *Journal of The Freshman Year Experience, 5*(1), 7–14.

This study attempts to determine the effect of an orientation course on the retention and academic standing of first-time, full-time first-year students. Two-hundred and forty subjects were drawn from the overall first-year student population at a large, predominantly White, urban university. The 240 participants volunteered to be a part of the analysis. In an attempt to control for the volunteer effect, 77 students were randomly chosen from this group to be part of the experimental course, and 80 students were randomly selected from the group to comprise a control group. Significant differences were recorded between rates of retention for first-year students enrolled in the course and those who were not allowed to enroll. Strumpf and Hunt's study clearly suggests that the orientation course is a successful method for increasing the rate of retention. ***Related topic heading(s): Retention and Success of First-Year Students***

Twale, D. J. (1989). Social and academic development in freshman seminars: A time frame. *NASPA Journal, 27*, 160–167.

The author provides faculty and staff members concerned about new student orientation with examples of several types of programs intended to enhance academic and social development. The programs are classified according to the time frame that they are offered. Classifications include summer/precollege programs, new-student week efforts, short-term seminars/workshops, semester/term long courses, and year-long/ongoing programs.

Upcraft, M. L. (Ed.). (1984). *Orienting students to college.* New Directions for Student Services. San Francisco: Jossey Bass.

This source book provides a thorough discussion of orientation programs in higher education. Chapters focus on topics such as the orientation of traditional entering students, minority students, students with disabilities, returning adult students, and transfer students, as well as various other orientation programs and activities. ***Related topic heading(s): New Student Orientation***

Upcraft, M. L. (Ed.). (1993). *Designing successful transitions: A guide for orienting students to college.* (Monograph No. 13). Columbia, SC: University of South Carolina, National Resource Center for the Freshman Year Experience.

This collection of essays addresses a number of issues related to helping students adjust to college life. Topics include the components of a comprehensive orientation program, orienting diverse populations, orientation activities for the families of new students, and many others.

Von Frank, J. (1985). Setting up a special program for freshmen: Mastering the politics. *College Teaching, 33*, 21–26.

Von Frank provides pragmatic suggestions relating to the implementation of a first-year seminar course. The author pays special attention to the political aspects of proposing and establishing new programs. Suggestions for ease in program implementation and a sample syllabus are provided.

Wilkie, C., & Kuckuck, S. (1989). A longitudinal study of the effects of the freshman seminar. *Journal of The Freshman Year Experience, 1*(1), 7–16.

Wilkie and Kuckuck report the results of a three-year comparison of the cumulative grade point averages and retention rates of high risk students who successfully completed an orientation course in the first semester of their first year versus first-year high-risk students who had not completed such a course. The results indicate that a student who had completed the orientation seminar achieved a significantly higher cumulative grade point average over the three-year period than students who had not done so. In addition to this, the retention rates of the students who have completed the course have also been consistently higher than those who did not complete/enroll in the class, although the difference is not statistically significant. ***Related topic heading(s): Retention and Success of First-Year Students***

Yackey, F. A., & George, A. A. (1998). The effects of a freshman seminar paired with Supplemental Instruction. *Journal of the First-Year Experience and Students in Transition 10*(2), 57–76.

This article examines the impact of a strategy that paired a first-year seminar with an introductory-level sociology course. To improve the impact of the academic and learning skills components of the first-year seminar, the seminar instructor attended the sociology course in which his/her students were enrolled and then lead a weekly review of the course materials using interactive Socratic methods. The process was similar to the University of Missouri Kansas-City's Supplemental Instruction program. The authors measured students' performance by looking at course grades, cumulative grade point averages, completed credits, rates of retention, and semester grade point averages. Research results indicate that students in the paired courses had higher grades in their classes than students enrolled in nonpaired courses. In addition, students in the experimental group earned higher semester grade point averages and had significantly better two-year rates of retention than the control group. ***Related topic heading(s): Academic Support, Learning Communities***

Health Topics and Issues

All first-year students will be confronted by issues related to their physical and mental well-being. For many first-year students, this will be the first time they will have to deal with personal choices related to drugs, alcohol, sex, and other health-related issues. The articles included in this section will help the researcher glean information particularly germane to first-year student wellness.

Burns, D. (1996). *College, alcohol, & choices: An essential conversation guide for parents and students.* Madison, WI: Wisconsin Clearinghouse.

College, Alcohol, & Choices *is designed to help students and their parents prepare for some of the pitfalls that may arise during the first college year related to the consumption of alcohol. This workbook provides students and parents an opportunity for dialogue about this important issue and offers a structured set of questions to guide this family conversation. The book also offers facts and figures about alcohol use in America and on college campuses.* ***Related topic heading(s): Parental and Family Influence and Issues***

Cavendish, J. M. (1996). Health service utilization by nonreturning freshmen. *Journal of The Freshman Year Experience, 8*(1), 39–45.

This study examines the health service use of first-year students who enrolled at West Virginia University in the fall 1988 semester (N = 5,088). The use patterns of the students who were still enrolled in the university during the fall 1989 semester (n = 4,035) were compared to those of the students who did not return for that semester (n = 1,053). The returning student group had 5,461 visits to the health center during the 1988–1989 academic year yielding a 1.4 visit per student utilization rate. The nonreturning group had 3,045 total visits during the same period, yielding a 2.9 visit per student utilization rate. The returning group was significantly more likely to receive cardiopulmonary, dermatology, ear/nose/throat, gastroenterology, orthopedics/trauma, and health education services than their nonreturning counterparts. Nonreturning students were more likely to receive allergy, endocrinology, psychiatry, and sexually transmitted disease services. The author suggests that health problems may play a role in predicting student attrition and proposes that further studies be conducted to help determine the accuracy of his suggestion.

Choices: Sexual health issues for college students [Video]. (1997). (Available from The National Center for The First-Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia, SC 29208).

This instructional video resource from the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina provides a broad overview of sexual health issues. This half-hour video program is designed for first-year students and graphically reviews the important issues of sexually transmitted diseases, sexual abuse, and contraception. The video incorporates suggested "stop-spots" after each *of the main topic sections to allow for discussion or further study.* Choices *is accompanied by a comprehensive, ancillary print component providing additional content, discussion questions, and other references for further study, such as websites.*

Garabino, C., & Strange, C. (1993). College adjustment and family environments of students reporting parental alcohol problems. *Journal of College Student Development, 34*(3), 261–266.

Garabino and Strange studied 118 first-year college students. Their results suggest that there exist differences in first-year student adjustment to college that are related to specific aspects of the family environments of students who reported the presence of parental alcohol problems. ***Related topic heading(s): Parental and Family Influence and Issues***

Gardner, J. N., Turner, J., Wechsler, H., & Wilsnack, S. [Video]. (2000). (Available from The National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia, SC 29208).

This three-hour teleconference, broadcasted on March 16, 2000, described the phenomenon of binge drinking including its impact on drinkers, the campus, and the community. The issue also was examined within the larger context of family and society. The connection between binge drinking in high school and binge drinking among first-year students was also explored. The presenters then moved from definitions of the problem to strategies for treatment, prevention, and education. Special attention was focused on the role of faculty, student affairs professionals, and the campus CEO in addressing the problem.

Gould, J. M. (1995). Developing peer leaders to prevent the spread of HIV: A manual for training college HIV peer health educators. (Available from The National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia, SC 29208).

This manual has been designed to assist health promotion professionals and other health educators in (a) establishing the foundation for an HIV peer education program, (b) shifting the focus of peer education from information giving to life-skills training, (c) addressing HIV prevention within the larger context of promoting healthy sexuality and relationships, and (d) using exercises designed to increase participant involvement in all health programming, regardless of the issue being addressed. ***Related topic heading(s): Peer Influence, Interaction, and Training***

Grayson, J. P. (1997). An assessment of health risk for first-year students. *Journal of The Freshman Year Experience and Students in Transition, 9*(2), 7–32.

Grayson reports the results of two health surveys conducted in 1994 at York University — a large commuter institution located on the suburban fringe of Toronto, Canada. The results reveal that the health of first-year York students was at risk, particularly that of females of Chinese origin and females who, before the beginning of classes, reported that family problems might interfere with their studies. The author asserts that the findings support the notion that stress contributes to low assessment of health, and that integration into the institutional culture and environment positively contributes to health. ***Related topic heading(s): Assessment and Evaluation, International Perspectives***

Guinagh, B. (1992). Homesickness in the freshman year. *Journal of The Freshman Year Experience*, 4(1), 111–120.

Guinagh reports on a study conducted at the University of Florida to measure the extent of homesickness among first-year students. A sample of 304 students (113 males and 191 females) was used, with 68.8% reporting having experienced homesickness. Of the total population, 75.4% of females were homesick, and 57.5% of males were homesick. The homesickness lasted for more than a week for two thirds of the students surveyed, and for more than eight weeks for 18.2% of the participants. The author also analyzed the components of homesickness and uses the findings to suggest two ways of helping college students overcome homesickness. ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Hill, M. D., & Sedlacek, W. E. (1995). Freshman counseling interests. *Journal of The Freshman Year Experience and Students in Transition*, 7(1), 27–38.

During a summer orientation program, entering freshmen (N = 2,574) at a large Eastern university were administered the University New Student Census (UNSC) questionnaire. This survey assessed interests and attitudes on a wide variety of topics including counseling. Hill and Sedlacek found that: a) males and females expressed different counseling needs; b) females were more interested in counseling for educational, vocational, and social/emotional concerns than males; and c) males were interested in improving their learning skills and in counseling for alcohol-related problems. ***Related topic heading(s): Academic Advising and Student Counseling, Student Sub-Populations***

Hodge, C. N. (1993). The "Freshman 15": Facts and fantasies about weight gain in college women. *Psychology of Women Quarterly*, 17(1), 119–126.

This study investigated weight gain among female first-year college students (N = 61). The women were weighed in their first month at college, and then they were weighed again six months later. Results revealed that the majority of the women remained the same weight. Those who lost weight related this loss to a more favorable body image.

Kohatsu, E. L., & Sedlacek, W. E. (1990). Freshman attitudes and behavior toward drugs: A comparison by year and gender. *Journal of The Freshman Year Experience*, 2(1), 17–34.

An anonymous questionnaire concerning attitudes and behavior toward drugs was administered to a random sample of incoming first-year students. Three hundred sixty four matriculating first-year students (49% male, 51% female) completed the survey in 1978, and 499 matriculating first-year students (56% male, 44% female) completed it in 1988. The results indicated a similar pattern in drug use as displayed across the nation. There was a significant decline in incidence rates of nine substances over the decade, as well as a larger proportion of students who indicated that they never used certain substances. Gender differences have decreased; only beer and cigarettes in 1978 and beer in 1988 were dissimilar by gender in incidence rate. The results also revealed significant differences by gender in 1988 on reasons for not using drugs; however, there was no significant variation on the reasons for using drugs. First-year students in 1988 also appeared more prudent and conservative regarding both use and legalization of certain drugs. The authors also present other results and discuss their implications for student affairs programming. ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Lo, C. C., & Globetti, G. (1993). The drinking patterns of entering freshmen at a Southern university. *Journal of The Freshman Year Experience, 5*(1), 15–36.

Lo and Globetti examine the drinking patterns of entering first-year students at the University of Alabama. The authors surveyed 758 out of 2,512 first-year students who attended one of Alabama's 1990-91 three-day summer orientation programs. Among the sample, 78.0% of the males and 75.1% of the females were drinkers. When a quantity/frequency index was used to classify the drinking levels of the respondents, 23.5% were nondrinkers, 20.8% were infrequent drinkers, 9.6% were light drinkers, 15.9% were moderate drinkers, 13.3% were moderate-heavy drinkers, and 16.9% were heavy drinkers. Of those who were classified as drinkers, 36.9% had experienced at least four types of alcohol-related problems. Social characteristics such as ethnicity, family religion, gender, current religion, church attendance, and grade point average proved to impact the record of these alcohol-related problems and the level of drinking. The gender difference, however, was found to be negligible with respect to the current drinking status. The authors discuss their findings and relate them to the student college transition process.

Roberts, T. W. (1995). Differentiation from the family of origin and adjustment to college in young adults. *Journal of The Freshman Year Experience and Students in Transition, 7*(1), 53–66.

This article addresses the relationship between a student's perceptions of the psychological health of their family and the student's adjustment to college. Adjustment to college included four dimensions—academic, social, emotional, and general. A significant relationship was found between social adjustment to college and the student's perceptions of health of the family of origin. Based on these findings, the author suggests that students having difficulties with the social adjustment to college might be better served by family counseling than by individual counseling. ***Related topic heading(s): Parental and Family Influence and Issues***

International Perspectives

No single country has a monopoly on the knowledge and practices associated with college student learning and success. Higher education professionals can benefit from insight into retention enhancing efforts at colleges and universities in their own countries as well as those located across the globe. With this spirit in mind, this section contains sources that provide a glimpse of first-year student issues and programs from around the world.

Gilbert, S., Chapman, J., Dietsche, P., Grayson, R., & Gardner, J. N. (1997). *From best intentions to best practices: The first-year experience in Canadian postsecondary education* (Monograph No. 22). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

This monograph is the first comprehensive review of the first year for Canadian postsecondary students. It examines the range and consequences of courses and programs designed to improve their first year of study. It is based upon an in-depth survey of current practices in Canadian colleges and universities. The monograph concludes with a number of policy recommendations to improve the nature of the first year for Canadian postsecondary students. ***Related topic heading(s): The First Year***

Grayson, J. P. (1997). An assessment of health risk for first-year students. *Journal of The Freshman Year Experience and Students in Transition, 9*(2), 7–32.

Grayson reports the results of two health surveys conducted in 1994 at York University—a large commuter institution located on the suburban fringe of Toronto, Canada. The results reveal that the health of first-year York students was at risk, particularly that of females of Chinese origin and females who, before the beginning of classes, reported that family problems might interfere with their studies. The author asserts that the findings support the notion that stress contributes to low assessment of health, and that integration into the institutional culture and environment positively contributes to health. ***Related topic heading(s): Assessment and Evaluation, Health Topics and Issues***

James, R., & McInnis, C. (1997). The residential arrangements of first-year students in Australia: Student accommodation and adjustment to university. *Journal of The Freshman Year Experience and Students in Transition, 9*(2), 33–52.

The article summarizes particular findings of a 1994 survey conducted by the Australian Centre for the Study of Higher Education that focuses on student adjustment to and affiliation with university life. Specifically, the authors discuss the effects of students' residential arrangements by looking at the survey responses of three student groups: students living in an on-campus residential college; students living at home with their families; and students living in other forms of accommodations. The results revealed that students who lived at home with their families were less integrated into the college setting and were more dissatisfied with their educational experience, while students living on campus more rapidly developed a sense of student identity and expressed a higher level *of satisfaction with their university experience. The implications of these findings for Australian higher education are discussed.*

Krahn, H., & Silzer, B. J. (1995). A study of exit surveys: The Graduland survey at the University of Alberta. *College and University, LXXI*(1), 12–23.

Since 1992, the University of Alberta has administered the Graduland survey to its graduating students to assess the quality of the educational services that it provides. The article furnishes an overview of the history, administration process, and function of the University's exit survey program. It also includes selected results from the 1993 administration of the Graduland survey. In addition, the authors present observations on factors contributing to the success of the exit survey research program at the University of Alberta, and they discuss types of institutional performance assessment research that might be useful to other colleges and universities. ***Related topic heading(s): Assessment and Evaluation***

Renning, W. M. (1997). Invention in intervention: The first-year student in Norway. *Journal of The Freshman Year Experience and Students in Transition, 9*(1), 131–146.

This article presents the first-year results of three different forms of tutoring intervention that were respectively initiated by the departments of Social Science, Science, and Liberal Arts at a Norwegian university. All three forms of support were shown to have positive influences on retention rates and levels of student satisfaction. However, there were no significant differences in the grades earned by students involved in any of the support programs when compared to students who did not make use of the services.

Utterback, J., Barbieri, J., Fox, S., & Solinger, D. (1990). Measuring student development in resident assistants. *Journal of The Freshman Year Experience*, 2(2), 45–58.

The authors present two studies that used the Student Development Task and Life-style Inventory. The first study compared the impact of resident assistant (RA) selection, training, and experience on veteran RAs versus first-year applicants. In the second study, the development of intimacy and identity was compared between males and females. It was found that veteran RAs ranked no higher than new participants, but gender differences were noted on factors of intimacy, tolerance, and emotional autonomy. ***Related topic heading(s): Residence Life***

Verbitskaya, L. I. (1990). Teaching freshman students at Leningrad University. *Journal of The Freshman Year Experience*, 2(1), 97–105.

The article describes Leningrad University, a large research institution in the former Soviet Union (now the Republic of Russia), and the methods used to instruct students enrolled there. The university offers special integrated courses to students from other (former Eastern-Bloc) universities in Hungary, the former country of Yugoslavia, and the former East Germany. According to the author, professors at Leningrad University have the primary goal of training students in methods of thinking and preparing them for future independent study. The article is dated, due to the collapse of the Soviet Union and the disintegration of the Eastern-Bloc alliance, but it offers an interesting perspective on the humanization of education and science, as well as the priority of interests common to all people.

Learning Communities

Many colleges and universities initiate learning communities to foster academic-based peer relationships, curricular coherence, interdisciplinary learning, and/or faculty interaction with students. Whether created as loosely linked cohort classes, team-taught thematic interest groups, or some other form of course cluster, learning communities are fast becoming a method whereby the curriculum and cocurriculum are formally and/or informally combined to increase student learning and success. The sources found in this section address interdisciplinary education, faculty and student interaction, collaborative learning approaches, faculty and student benefits, research outcomes, and formats associated with learning communities.

Gablenick, F., MacGregor, J., Mathews, R., & Smith, B. L. (1990). *Learning communities: Creating connections among students, faculty, and disciplines* (New Directions for Teaching and Learning, No. 41). San Francisco: Jossey Bass.

This issue of the New Directions series provides a solid overview of the concepts and principles associated with learning communities. The authors, all experienced practitioners at the forefront of the learning community movement, offer chapters that address the theoretical underpinnings of learning communities, describe models, and address issues of implementation and internalization. The publication also includes a chapter on teaching in learning communities and furnishes recommendations on learning community-related resources.

Goodsell, A., Maher, M., Tinto, V., Smith, B. L., & MacGregor, J. (1992). *Collaborative learning: A sourcebook for higher education.* University Park, PA: National Center of Postsecondary Teaching, Learning, and Assessment.

The authors describe collaborative learning initiatives and trace their history. Pragmatic methods for incorporating collaborative learning into syllabi and strategies for classroom assessment of learning communities are addressed. Reprints of germane journal articles, annotated bibliographies, and a list of "who's doing what where" also are included. ***Related topic heading(s): Curriculum and Teaching***

Hanley, G. L., & Oliar, S. L. (1996). Preparing incoming students for the university educational process: From the students' perspective and retrospective. *Journal of The Freshman Year Experience and Students in Transition, 8*(1), 47–77.

The authors describe three surveys that were used to determine the effectiveness of University 100, a one-credit academic orientation course offered at California State University, Long Beach. The first survey, a narrative assessment, was completed by approximately 1,100 students following the conclusion of the course in fall 1992. The second survey, a quantitative assessment instrument, was completed by 1,613 University 100 participants who took the course in fall 1991. The third survey, also a quantitative assessment, was *completed by 83 students in upper division courses who took University 100 one to three years before the study. The authors analyzed the students' perspective and retrospective responses to the three survey instruments and concluded that University 100 was very successful in achieving its goals and in preparing students to deal with university-level work and educational processes. Factor analysis revealed three key factors contributing to the success of the University 100 program: (a) what was taught in the course; (b) how the course was taught; and (c) the support for personal, psychological, and attitudinal changes in the course. Following this summary, the authors describe three additional retention-enhancing programs that were initiated at California State University Long Beach in fall 1992. These endeavors included a coupled course program called LINKS, an academic and cocurricular program targeted at students with low SAT verbal or English placement test scores called Learning Alliance, and a program targeted at students with interests in math and science called Student Access to Science (SAS). All three new programs included a University 100 course as part of their structure.* ***Related topic heading(s): First-Year Seminars***

Kadel, S., & Keehner, J.A. (1994*). Collaborative learning: A sourcebook for higher education* (Vol. 2). University Park, PA: National Center on Postsecondary Teaching, Learning, and Assessment.

This volume serves as a supplement to the 1992 edition. Like their predecessors, the authors provide reprints of journal articles related to collaborative learning and learning communities. In addition to these reprints, the work includes more than 50 classroom learning community-related strategies. Faculty from across the nation, representing many different types of institutions, and a variety of disciplines, contributed these classroom strategies. ***Related topic heading(s): Curriculum and Teaching***

Levine, J. H. (Ed.). (1999). *Learning communities: New structures, new partnerships for learning* (Monograph No. 26). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

This monograph includes sections that address a variety of topics relevant to learning communities. Chapters in this monograph describe successful learning community models, link theory with examples of good practice in developing and maintaining learning communities, and discuss opportunities for linking learning communities with faculty development. In addition, strategies for meeting logistical challenges associated with learning communities, and a comprehensive list of resources and recommendations for building learning communities also are included.

Magolda, P. (1997). New student disorientation: Becoming a member of an academic community. *Journal of The Freshman Year Experience and Students in Transition, 9*(1), 43–104.

Using participant observation coupled with in-depth unstructured interviews and document review, Magolda's ethnographic study examines the beliefs and practices of Residential College members, and the ways in which these beliefs and practices contribute to the development of community within the Residential College. Through his participation in the Residential College's Welcome Week activities, the author is able to share stories about the new students' first day on campus, their experiences during residence hall meetings, their convocation experiences, informal discussions on gender issues, students' thoughts on the interdisciplinary curriculum, and their reaction to the first day of classes. Using *these experiences as a model, Magolda examines student disorientation, intentional disorientation, the creation of a common purpose, and making connections.* ***Related topic heading(s): Residence Life, Student Behavior, Characteristics, and Development***

Tinto, V., Goodsell Love, A., & Russo, P. (1994). *Building learning communities for the new college student: A Summary of research findings of the collaborative learning project.* University Park, PA: The National Center on Postsecondary Teaching, Learning, and Assessment.

The authors conducted a study at three postsecondary institutions (Laguardia Community College, Seattle Central Community College, and the University of Washington) to examine the effects of the institutions' collaborative learning techniques on their respective abilities to improve student involvement and success in college. It is revealed that involvement in course clusters (Freshman Interest Groups and other forms of learning communities) provides a successful method for increasing student involvement, enhancing levels of student success, and boosting student retention. ***Related topic heading(s): Community and Two-Year Colleges***

Tinto, V., & Goodsell, A. (1994). Freshman interest groups and the first-year experience: Constructing student communities in a large university. *Journal of The Freshman Year Experience, 6*(1), 7–28.

Tinto and Goodsell report the findings of a qualitative case study involving Freshman Interest Groups (FIGs) at the University of Washington. The intent of the study was to determine in what manner participation in a FIG affected students' learning experiences and how these experiences fit in with the broader goings-on associated with the first year of college. Data were collected via three, one-week site visits. These visits consisted of participant observation in 12 classrooms and 43 interviews with 24 students. Three positive outcomes of FIGs were reported: (a) FIGs allowed first-year students to interact on a frequent basis with a consistent set of peers from across their classes; (b) This repeated interaction afforded students the opportunity to form a social network in which academic support mechanisms could operate; and (c) Writing-link classes (FIGs that used collaborative learning strategies) allowed students to become engrossed with their course content at the same time they were maintaining their social interactions. This simultaneously addresses the first-year students' academic and social integration. While pointing out these positive outcomes, Tinto and Goodsell also indicate that the FIG program at the University of Washington has not been able to address completely the first-year student need for significant faculty involvement. Despite this, the FIG program is recognized as one of the growing number of successful efforts across the nation for reaffirming the importance of educational community in the education of students. ***Related topic heading(s): Curriculum and Teaching***

Windschitl, M., & Leshem-Ackerman, A. (1997). Learning teams, students and the college e-mail culture. *Journal of The Freshman Year Experience and Students in Transition, 9*(2), 53–82.

The article reports on a study that looked at the e-mail use of a group of biology students at Iowa State University during the 1995-1996 academic year. One hundred and one first-year students participated in the study—58 female, 43 male. As a retention-enhancing effort, the biology department placed interested students into learning teams or clusters. The teams, known as the Biology Education Success Teams (BEST), all took the same biology lecture, biology lab, chemistry lecture, and an advanced English composition class.

Three groups of biology students were examined for e-mail use: (a) BEST members who had laptop computers given to them at the start of the academic year, (b) BEST members without personal computers, and (c) non-BEST students with no personal computers. The BEST participants with computers had significantly greater frequency of e-mail interaction with advisors, instructors, and off-campus individuals than did the non-BEST students. BEST participants without computers (but the same instructional support as their computer-equipped counterparts) showed consistently greater frequency of e-mail use than the non-BEST students. BEST students with computers also reported that e-mail use promoted cohesiveness among the learning team members. ***Related topic heading(s): Technology***

Yackey, F. A., & George, A. A. (1998). The effects of a freshman seminar paired with Supplemental Instruction. *Journal of the First-Year Experience and Students in Transition 10*(2), 57–76.

This article examines the impact of a strategy that paired a first-year seminar with an introductory-level sociology course. To improve the impact of the academic and learning skills components of the first-year seminar, the seminar instructor attended the sociology course in which his/her students were enrolled and then led a weekly review of the course materials using interactive Socratic methods. The process was similar to the University of Missouri Kansas-City's Supplemental Instruction program. The authors measured students' performance by looking at course grades, cumulative grade point averages, completed credits, rates of retention, and semester grade point averages. Research results indicate that students in the paired courses had higher grades in their classes than students enrolled in nonpaired courses. In addition, students in the experimental group earned higher semester grade point averages and had significantly better two-year rates of retention than the control group. ***Related topic heading(s): Academic Support, First-Year Seminars***

New Student Orientation

Whether traditional or non-traditional aged, transfer or first-year, full- or part-time, all new college students need some form of orientation to their new institutional settings. The articles in this section discuss a variety of approaches used by colleges and universities to ease students into the new environment through the provision of structured and deliberate transition processes. Orientation topics discussed in this section include academic advisement and registration, outdoor orientation, orientation models, theory and practice, and program assessment and evaluation approaches and outcomes.

Abraham, J., & Wagnon, B. (1992). Helping students ease into college. *Planning for Higher Education, 21*, 32–36.

The authors provide a general overview of orientation programs for first-year college students and their parents. According to the authors, orientation programs must fit the respective institution's traditions, values, and culture. In addition, the programs should involve parents, be staffed by well-trained, currently enrolled students, and be assessed and evaluated in order to make constant improvements. The authors describe Mississippi State University's orientation program, which they identify as a model orientation effort.

Banich, M. A. (1988). The proper perspective: Orientation in the long term. *Campus Activities Programming, 21*, 32–38.

The structure and logic behind the University of South Carolina's University 101 course, a credit-bearing new student orientation course, are described. In addition, the author suggests and discusses possible course improvements.

Brewer, C. R., & Roller, J. M. (1985). Orienting new students to computerized registration: Providing opportunities for academic advising. *College and University, 60*(2), 180–184.

This article provides an overview of Bowling Green State University's summer preregistration program. According to the authors, the program gives students an opportunity to take part in individualized academic advising sessions and allows them to preregister for coursework using a computerized registration system. The authors also describe the institution's efforts at fall follow-up with students who took part in the program, and they provide suggestions for managing computerized registration efforts. ***Related topic heading(s): Technology***

Brinkerhoff, D. B., & Sullivan, P. E. (1982). Concerns of new students: A pretest-posttest evaluation of orientation. *Journal of College Student Personnel, 23*(5), 384–390.

The authors employed empirical research practices to test the function of participating in orientation. Using pretest-posttest methodology, the researchers determined the magnitude and *direction of change in concerns associated with a representative sample of students who attended a summer orientation program. The level of change in concern was measured for seven areas: academics, finances, physical layout of the campus, the structure of the university, social integration and identity, campus housing and social relationships with other students. The outcomes reveal that students had high levels of anxiety in several of the areas, with academics and finances ranking as the highest.* **Related topic heading(s): Assessment and Evaluation**

Cohen, J. S. (August 21, 1996). Camp as a preparation for campus life. *Education Today, USA Today*, 4D.

This article describes a variety of outdoor orientation programs that take place in the wilderness as a compliment to on-campus activities. Programs from Miami University of Ohio, Skidmore College, and Guilford College are briefly profiled. Feedback from student participants is included in the article.

Curtis, R. (1994, November). Running a frosh wilderness orientation program, In *Education: A critical resource for the 21st century.* A paper presented at the 22nd Annual International Conference of the Association for Experiential Education, Austin, TX.

The author identifies issues and concerns related to the development and implementation of outdoor orientation activities. Topics included in this paper include program goals, staff selection and training, trip planning, equipment selection, liability and insurance, risk assessment, funding, and cost estimates.

Cuyjet, M. J., & Rode, D. L. (1987). Follow-up of orientation contacts: Effects on freshman environmental satisfaction. *Journal of College Student Personnel, 28*(1), 21–28.

Two groups of first-year students were randomly selected from a pool of students who had participated in a one-day summer program during the previous summer. During the first semester of college, the students in the treatment group received one phone call and two letters from the professional orientation staff members and student staff assistants whom they came to know during the summer program. These contact efforts reminded the recipients of resources on campus and arranged for meetings if students expressed interest. The control group did not receive this service. Both student groups completed the Inventory of College Activities (ICA) following the fall semester. The ICA provided a measurement of the students' attitudes toward various aspects of college life. The ICA results indicated that the students who received the additional contact from the orientation staff had a more positive perception of the university.

Devlin, A. S. (1996). Survival skills training during freshman orientation: Its role in college adjustment. *Journal of College Student Development, 37*(3), 324–334.

One hundred and thirty-seven students participated in a longitudinal study that traced the effects of an outdoor orientation program for first-year students at a small, selective, liberal arts college in the Northeast. Seventy-two of the students in the study participated in the outdoor orientation program while 65 of the students did not. All of the students in the study completed the Environmental Reference Questionnaire and a variety of other instruments. The data indicate that there may be some short-lived adjustment to college advantages associated with participation in the outdoor orientation program. The most long-term effect seemed to be friendship formation.

Drake, R. W. (1966). *Review of the literature for freshman orientation practices in the U.S.* Ft. Collins: American College Personnel Association, Colorado State University. (ERIC Document Reproduction Services No. ED 030920)

This report probes the literature on new student orientation that dates back to the early 1920s. The report also presents historical antecedents inherent in the new student orientation concept, pre-college clinics and first-week activities. Although written over two decades ago, the discussion of philosophical considerations of orientation and the restraining forces which sometimes inhibit first-year student success are especially relevant today.

Gass, M. A. (1990). The longitudinal effects of an adventure orientation program on the retention of students. *Journal of College Student Personnel, 31*(1), 33–38.

This article examines the effectiveness of the Summer Fireside Experience Program (SFEP). The author tracked students three- and-a-half years after they went through the program to see if involvement in SFEP had an impact on their retention to the institution. It was discovered that some benefits could be attributed to the program. Recommendations for the implementation and assessment of an adventure orientation program are also provided. ***Related topic heading(s): Retention and Success of First-Year Students***

Higginson, L. C., Moore, L. U., & White, E. R. (1981). A new role for orientation: Getting down to academics. *NASPA Journal, 19*(1), 21–28.

The authors present examples of orientation activities that were based on the outcomes of a direct student needs assessment. According to the authors, there is a high rate of error in using indirect methods of needs assessment to attempt to identify the orientation programming needs of incoming first-year students. Other study results and implications are discussed. ***Related topic heading(s): Assessment and Evaluation***

Journal of College Orientation and Transition. (1997–Present). Bloomington, IN: National Orientation Directors Association.

Replacing the NODA Journal, *which was briefly published between 1982 and 1986, the* Journal of College Orientation and Transition *is a blind-reviewed publication that prints manuscripts addressing trends, practices, research and development of programs and policies related to the matriculation, orientation, transition, and retention of postsecondary-level students. In addition to its regular length articles, the journal includes "how-to" pieces that address pragmatic application of theory and book reviews that pertain to the orientation and transition of college students.*

Kapraum, E. D., & Heard, D. A. (1994). Orientation: A model for the 1990s. *College Student Affairs Journal, 13*, 65–72.

Asserting that orientation programs must be organized to meet the changing needs of today's dynamic students, the authors offer a comprehensive model for orientation in the 1990s that includes preorientation, a new student orientation day or week, a first-year seminar course, follow-up efforts, program sessions for parents, and program evaluation. The authors contend that this multifaceted approach to new student orientation can help institutions to diminish attrition and maintain enrollment stability.

Kramer, G. L., & Washburn, R. (1983). The perceived orientation needs of new students. *Journal of College Student Personnel, 24*(4), 311–319.

By conducting this study, the authors attempted to answer the questions: (a) what are the orientation needs that students perceive before they arrive on campus? (b) are there differences between these perceived needs and attribution between student sub-populations? (c) which of the students' perceived needs were met and/or not met by the orientation program?, and (d) did any of the perceived needs change from the pre- to post-orientation periods? The researchers discovered that considerable effort should be made to connect student development needs with orientation programming and that reasons for student attrition should be compared with the stated needs of new students.

Orientation program links campus activities and wilderness adventure. *Freshman Year Experience Newsletter, 8*(2), 1–7.

This article describes the orientation program at the University of Puget Sound. The program is divided into two segments, called Prelude and Passages. Half the incoming class begins the program with Prelude, while the other half begins with Passages. The Prelude segment is an intensive seminar that introduces students to techniques for college-level reading, listening, and writing. Students work in small groups with faculty inside a classroom setting, while outside of class they participate in social activities led by an upper-level undergraduate student. Passages offers students a three-day, two-night outdoor adventure experience. During this segment of the program students either go backpacking in the Olympic National Park or participate in activities at a base camp in the Olympic foothills along Hood Canal. Base-camp situated activities include workshops on nature, photography, and environmental issues as well as activities such as canoe trips and mountain biking. The Passages trips include peer leaders who are trained to facilitate the programs. Student response to the program components and upcoming changes for Passages and Prelude also are discussed. ***Related topic heading(s): Peer Influence, Interaction and Training***

Pascarella, E. T., Terenzini, P. T., & Wolfle, L. M. (1986). Orientation to college and freshman year persistence/withdrawal decisions. *Journal of Higher Education, 57*(2), 155–175.

The study described in this article was conducted to test the influence of an institution's two-day orientation program on student persistence/withdrawal behavior within the framework of Tinto's model for student departure. The results of the study supported the idea that an institutionally sponsored orientation can serve as a potential facilitator of successful socialization among first-year students. Implications and limitations of the study are also discussed. ***Related topic heading(s): Retention and Success of First-Year Students***

Rice, R. (1992). Reactions of participants to either one-week pre-college orientation or to freshman seminar courses. *Journal of The Freshman Year Experience, 4*(2), 85–100.

In this study, Rice compares the reactions of first-year Oregon State University students to three different types of orientation/first-year seminar offerings. The three offerings included: (a) a week-long orientation program that occurred immediately prior to registration (n = 1,012); (b) a one-credit, extended orientation seminar taught by specially trained students (n = 1,105), and; (c) a one-credit, university seminar course taught by volunteer faculty *members (n = 88). Responses from the three matched groups indicated that the first-year students enrolled in the two courses shared similar experiences and reactions. The students in the courses felt significantly better informed about the campus than did the nonparticipants, and they felt as if they had been treated more like adults. In addition, students enrolled in the courses felt better academically integrated, and they were more likely to feel that some aspect of the college was helpful to them. There were also differences between the faculty-led and student-led courses. Rice's findings accent the importance of investigating the growing variety of first-year seminars in order to identify their common effect and distinguish their different impacts upon first-year students.* ***Related topic heading(s): Assessment and Evaluation, First-Year Seminars***

Upcraft, M. L. (Ed.). (1984). *Orienting students to college.* New Directions for Student Services. San Francisco: Jossey Bass.

This source book provides a thorough discussion of orientation programs in higher education. Chapters focus on topics such as the orientation of traditional entering students, minority students, students with disabilities, returning adult students, and transfer students, as well as various other orientation programs and activities. ***Related topic heading(s): First-Year Seminars***

Upcraft, M. L., & Mullendore, R. H. (1993). *Designing successful transitions: A guide for orienting students to college* (Monograph No. 13). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience.

A joint publication of the National Resource Center for The Freshman Year Experience and the National Orientation Directors Association (NODA), this publication contains organizational, theoretical, technological, and practical information on college orientation programs of all kinds, including programs for diverse student groups and for families of entering students. Chapter authors argue that educators must develop orientation programs that focus on what students have in common, while, at the same time, recognizing and legitimizing their differences.

Parental and Family Influence and Issues

The relationship college students have with their parents and families, and the influences that the latter two groups exert on students individually and collectively, are important contributors to student learning, success, and retention. The sources included in this section address programming provided by colleges to educate parents and families about their impact on and their role in student success, as well as family-related college adjustment and health issues.

Burns, D. (1996). *College, alcohol, & choices: An essential conversation guide for parents and students*. Madison, WI: Wisconsin Clearinghouse.

College, Alcohol, & Choices *is designed to help students and their parents prepare for some of the pitfalls that may arise during the first college year related to the consumption of alcohol. This workbook provides students and parents an opportunity for dialogue about this important issue and offers a structured set of questions to guide this family conversation. The book also offers facts and figures about alcohol use in America and on college campuses.* ***Related topic heading(s): Health Topics and Issues***

Chase, N. D., Deming, M. P., & Karesh, D. (1994). Parental alcoholism and perceptions of support among university freshmen. *Journal of The Freshman Year Experience, 6*(2), 57–76.

During the fall quarter of 1993, a total of 593 students at an urban, nonresidential, Southeastern university were administered the Children of Alcoholics Screening Test (CAST). The CAST is a 30-item questionnaire used to determine students' feelings, attitudes, perceptions, and experiences related to the drinking behavior of their parents. In addition to the CAST, the authors created and administered an additional 22 questions to measure issues associated with distraction and sources of emotional support, and to determine the demographic composition of the students. Results indicated that 28% of the sample came from problem drinking or alcoholic parents. The figure was higher than those of previously reported studies. In addition, children of problem drinkers and alcoholics reported having not experienced as much support as children of non-alcoholics. The authors discuss the implications of their findings and suggest areas for future investigation.

Fielstein, L. L., & Bash, L. K. (1998). Remedial students' perceptions: Pre-college decision making, satisfaction with the freshman experience, and self-perceptions of academic abilities. *Journal of The First-Year Experience and Students in Transition, 10*(2), 99–110.

The authors describe a survey administered to 196 first-year students in eight different English or math courses. The survey was designed to identify noncognitive variables that influenced pre-college decision-making, satisfaction with the first-year experience, and academic confidence among remedial and nonremedial first-year students. The number of remedial courses in which first-year students were enrolled (zero, one, two or three) operationalized remedial student status. Analysis of the survey responses revealed that remedial students were older, decided to go to *college later, expressed being more satisfied with academic advising, and were less likely to accept the American College Testing (ACT) examination score as a valid measure of their academic abilities than their nonremedial counterparts. In addition, there was a nonsignificant trend for nonremedial students to involve their parents more in their decision to attend college while remedial students tended to decide to attend college without any parental support. According to the authors, these findings suggest that making a decision to attend college at an early age is linked to parental support.* ***Related topic heading(s): Student Behavior, Characteristics, and Development, Student Sub-Populations***

Garabino, C., & Strange, C. (1993). College adjustment and family environments of students reporting parental alcohol problems. *Journal of College Student Development*, 34(3), 261–266.

Garabino and Strange studied 118 first-year college students. Their results suggest that there exist differences in first-year student adjustment to college that are related to specific aspects of the family environments of students who reported the presence of parental alcohol problems. ***Related topic heading(s): Health Topics and Issues***

Harmon, W. W., & Rhatigan, J. J. (1990). Academic course for parents of first-year students impacts favorably on student retention. *Journal of The Freshman Year Experience* 2(1), 85–95.

A one-semester, credit bearing course for parents of first-year students at Wichita State University has been shown to boost the retention rate of those students. The course provides parents with information about the institution through monthly articles and audio cassette tapes. The information allows parents to assist their first-year level children in the transition to university life. Parents who are enrolled in the course receive ID cards and campus parking decals. These items allow them to take part in university sponsored events at student rates. In addition, parents who have successfully completed the expressed course objectives receive one unit of academic credit.

Hinni, J., & Eison, J. (1990). Helping freshman parents see the value of general education courses. *Journal of The Freshman Year Experience* 2(2), 89–99.

This article is based on the collection of data from more than 700 parents during a summer orientation program. The parents were asked to describe the educational abilities and skills needed to face the challenges of the 21st century successfully. They were then shown that their answers correlated with those skills taught in general life skills courses. The exercise helps parents see a relationship between general education courses and vital life skills. ***Related topic heading(s): Curriculum and Teaching***

Roberts, T. W. (1995). Differentiation from the family of origin and adjustment to college in young adults. *Journal of The Freshman Year Experience and Students in Transition*, 7(1), 53–66.

This article addresses the relationship between a student's perceptions of the psychological health of their family and the student's adjustment to college. Adjustment to college included four dimensions—academic, social, emotional, and general. A significant relationship was found between social adjustment to college and the student's perceptions of health of the family of origin. Based on the findings, the author suggests that students having difficulties with the social adjustment to college might be better served by family counseling than by individual counseling. ***Related topic heading(s): Health Topics and Issues; Student Behavior, Characteristics, and Development***

Peer Influence, Interaction, and Training

The effects of peers, both positive and negative, are widely noted in education-related literature. The sources in this section describe structured approaches associated with using peers to advise and/or mentor first-year college students. In addition, this section includes articles that address assessment practices and college development issues associated with peer-conducted programming.

Boger, R. E., Duwve, K. M., Rankey, L. A., & Poggiali, C. A. (1994). Involving graduate assistants in student retention efforts. *College and University, 3,* 100–103.

The article describes a series of graduate student orientation sessions offered at Bowling Green State University. The three one-hour sessions defined retention and its impact on the University and provided tips that the graduate assistants could incorporate into their in- and out-of-class interactions with undergraduate students. A follow-up resource packet was sent to the participants approximately four weeks after the sessions. The materials in this packet included a letter that reminded the graduate assistants of their role in retaining students as well as a list of retention-enhancing techniques that reflected what had been discussed during the sessions. Feedback from participants indicated that the material presented in the sessions and sent out in the follow-up packets helped the graduate assistants to identify and assist students who were at risk of dropping out of college. ***Related topic heading(s): Curriculum and Teaching, Retention and Success of First-Year Students***

Elliot, E. S. (1985). Academic advising with peer advisors and college freshmen. *NACADA Journal, 5*(1), 1–7.

Based on the assumptions that new students needed the advice and support of experienced counselors when addressing academic issues and making academic decisions and that peer relationships can have significant impact on student success, one institution decided to employ successful upper-level students to serve as peer academic advisors. Topics related to the implementation and management of a successful peer advising program are discussed. ***Related topic heading(s): Academic Advising and Student Counseling***

Gould, J. M. (1995). Developing peer leaders to prevent the spread of HIV: A manual for training college HIV peer health educators. (Available from The National Center for The First-Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia, SC 29208)

This manual has been designed to assist health promotion professionals and other health educators in (a) establishing the foundation for an HIV peer education program, (b) shifting the focus of peer education from information giving to life-skills training, (c) addressing HIV prevention within the larger context of promoting healthy sexuality and relationships, and (d) using exercises designed to increase participant involvement in all health programming, regardless of the issue being addressed. ***Related topic heading(s): Health Topics and Issues***

Orientation program links campus activities and wilderness adventure. *Freshman Year Experience Newsletter, 8*(2), 1–7.

This article describes the orientation program at the University of Puget Sound. The program is divided into two segments, called Prelude and Passages. Half the incoming class begins the program with Prelude, while the other half begins with Passages. The Prelude segment is an intensive seminar that introduces students to techniques for college-level reading, listening, and writing. Students work in small groups with faculty inside a classroom setting, while outside of class they participate in social activities led by an upper-level undergraduate student. Passages offers students a three-day, two-night outdoor adventure experience. During this segment of the program students either go backpacking in the Olympic National Park or participate in activities at a base camp in the Olympic foothills along Hood Canal. Base-camp situated activities include workshops on nature, photography, and environmental issues as well as activities such as canoe trips and mountain biking. The Passages trips include peer leaders who are trained to facilitate the programs. Student response to the program components and upcoming changes for Passages and Prelude also are discussed. ***Related topic heading(s): New Student Orientation***

Russel, J. H., & Shinkle, R. R. (1990). Evaluation of peer-adviser effectiveness. *Journal of College Student Development, 31*(5), 388–394.

This research studies the impact that a peer advising program had on its participants' perceived and actual involvement within a university and examines the characteristics of peer advisers. The results of the study indicate that the peer advisers had significant impact on the students who participated in the program. Student participants reported a greater sense of belonging to the university community after taking part in the program than they did before it began. ***Related topic heading(s): Academic Advising and Student Counseling, Academic Support, Assessment and Evaluation***

Schwitzer, A. M., & Thomas, C. (1998). Implementation, utilization, and outcomes of a minority freshman peer mentor program at a predominantly White university. *Journal of The Freshman Year Experience and Students in Transition, 10*(1), 31–50.

This article describes the results and benefits of a peer mentor program for African-American students at a predominantly White institution. The authors reveal that the mentored students were likely to raise typical first-year adjustment concerns in the presence of their mentors, which contrasts with difficulties reported in the literature addressing the lack of help-seeking among high-risk first-year students. Interaction with mentors also resulted in high rates of mentee-reported problem resolution. In addition, mentored students had higher two-year retention rates when compared to a matched group of non-mentored African-American students. However, there was no meaningful difference in grade point average between the two groups. Questions about study limitations, program implications, and students who self-select services also are discussed. ***Related topic heading(s): Academic Support, Student Sub-Populations***

Terenzini, P. T., Pascarella, T. P., & Blimling, G. S. (1996). Students' out-of-class experiences and their influence on learning and cognitive development: A literature review. *Journal of College Student Development, 37*(2), 149–162.

The authors review literature that examines the effects of students' out-of-class experiences on *academic, intellectual, and/or cognitive learning outcomes. Areas investigated include residence life, fraternity or sorority membership, intercollegiate athletic participation, student employment, interaction with faculty, and peer interactions. Based on their review of the literature, the authors offer a number of conclusions about out-of-class experiences over which higher education professionals have some control through policy or programmatic intervention.* ***Related topic heading(s): Faculty***

Reports With Implications For The First-Year Experience

All of the sources reviewed in this section raise issues and/or discuss trends with implications for first-year students as well as recommended changes in undergraduate education that are presently being implemented on many campuses across the United States.

Association of American Colleges. (1985). *Integrity in the college curriculum: A report to the academic community.* Washington, DC: Author.

Prompted by the need to understand the current condition of the higher education system better, the Association of American Colleges reports findings directed toward redefining the baccalaureate degree. The purposes of this important work are to study the state of baccalaureate education, promote discussion among faculty and administration regarding basic education policy concerning the fundamental mission of colleges and universities, and suggest recommendations for improving programs leading to bachelors' degrees. Sections of this report include: "The Decline and Devaluation of the Undergraduate Degree," "Faculty Responsibility: Obstacles and Incentives," "A Minimum Required Curriculum," "Study in Depth," "The Problem of Accountability," and "The Profession of College Teaching."

Astin, A. W., Parrott, S. A., Korn, W. S., & Sax, L. J. (1997). *The American freshman: Thirty year trends.* University of California, Los Angeles: Higher Education Research Institute.

This report summarizes the results of the Cooperative Institutional Research Program's (CIRP) annual surveys of college freshmen over the past 30 years. CIRP was established at the American Council on Education as a longitudinal study of the American Higher Education System. CIRP publications and research based on CIRP data are among the sources most cited by researchers in higher education. This report documents an array of student changes since the survey's inception in 1966. ***Related topic heading(s): The First Year; Student Behavior, Characteristics, and Development***

Astin, A. W., Tsui, L., & Avalos, J. (1996). *Degree attainment rates at American colleges and universities: Effects of race, gender, and institutional type.* University of California, Los Angeles: Higher Education Research Institute.

The purpose of this study is to make available to the higher education community national degree completion figures covering three time intervals—four years, six years, and nine years—together with separate figures broken down by institutional type, gender, and race. The data for this study were obtained from a national sample of 365 baccalaureate-granting institutions.

Boyer, E. L. (1987). *College: The undergraduate experience in America.* New York: Harper & Row (The Carnegie Foundation for the Advancement of Teaching).

This important work is the result of an intensive study of 29 four-year colleges and universities. Through observation and interviews with students, faculty, and college officials, Boyer and colleagues develop a rich, vivid record of American undergraduate college life. They identify eight points of tension in the college environment and suggest that colleges *must establish connections among all elements of the campus. Recruitment, orientation, curriculum, teaching, residence hall living, etc., must relate to one another and contribute to a sense of campus community. This work raises particular questions about the quality of the first-year and recommends that all colleges offer a short-term first-year seminar for new students that helps them understand the academic traditions of the institution and how scholars carry on their work.*

Commission on Minority Participation in Education and American Life. (1988). *One third of a nation*. Washington, DC: American Council on Education.

This article provides vital information related to the future of American education. The Commission describes the dramatically changing ethnic makeup of the American population, along with its implications for our educational system. As the report reveals, minorities will comprise one-third of our nation by the end of the 20th century. Effective strategies must be employed to incorporate these individuals fully into our educational and economic systems if our nation is to prosper.

Sax, L. J., Astin, A. W., Korn, W. S., & Mahoney, K. M. (1966–present). *The American freshman: National norms for fall, 1966–*. Los Angeles: University of California, Higher Education Research Institute.

This report presents an annual summary of the results of the Cooperative Institutional Research Program (CIRP) survey of college first-year students. Established in 1966, this national longitudinal study of the American higher education system involves data from 1,300 institutions, over 8 million students, and more than 100,000 faculty. The basic purpose of the CIRP survey is to assess the effects of college on students and to provide a normative profile of American college freshmen. ***Related topic heading(s): The First Year; Student Behavior, Characteristics, and Development***

Study Group on the Conditions of Excellence in American Higher Education. (1984). *Involvement in learning: Realizing the potential of American higher education*. Washington, DC: United States Department of Education.

This report suggests ways to improve and enhance the undergraduate college experience. Central to this study is the concept that student involvement and motivation are key elements in the learning process. The report presents a number of recommendations that directly relate to improving the first-year experience in American higher education through enhanced involvement of students in their educational experience.

Residence Life

Professionals charged with the residential experience must intentionally plan and enact programs, services, and staff structures that will enhance first-year student learning and success. The sources found in this section furnish pragmatic information to those concerned with addressing the residential needs of first-year students.

Fidler, P. P., & Moore, P. S. (1996). A comparison of effects of campus residence and freshman seminar attendance on freshman dropout rates. *Journal of The Freshman Year Experience and Students in Transition, 8*(2), 7–16.

The authors compare the relative effects of (a) living on campus and (b) participating in a first-year seminar on dropout rates at the University of South Carolina from 1986 to 1993. When examined together, the percentage of all first-year dropouts attributable to not living on campus (7.8%) exceeded that attributable to not participating in a first-year seminar (4.1%). However, the number of students affected was larger for the first-year seminar since there were over twice as many seminar non-participants (n = 10,336) as there were students not living on campus (n = 4,427) during the period examined. Fidler and Moore also report that students who took the seminar and lived on campus had the lowest dropout rates of any group in the study, while those who did neither had the highest rate of attrition. ***Related topic heading(s): First-Year Seminars, Retention and Success of First-Year Students***

Kanoy, K. W., & Bruhn, J. W. (1996). Effect of a first-year living-learning residence hall on retention and academic performance. *Journal of The Freshman Year Experience and Students in Transition, 8*(1), 7–24.

The authors compare academic performance, as measured by grade point average and two-year retention rates, of a group of first-year students who resided in a living-learning center to a matched control group who did not reside in the living-learning center. Academic performance data collected at the end of each semester showed that living-learning students earned a higher grade point average at the end of the four semesters than the matched control group, with the first two semesters yielding statistically significant differences between the two groups. While the living-learning center students were retained at higher levels, statistically significant differences in retention rates between the two groups did not occur. However, the differences in retention rates (second semester = 1.47, fourth semester = 1.52) approached the critical .05 probability level (1.64). ***Related topic heading(s): Retention and Success of First-Year Students***

Magolda, P. (1997). New student disorientation: Becoming a member of an academic community. *Journal of The Freshman Year Experience and Students in Transition, 9*(1), 43–104.

Using participant observation coupled with in-depth unstructured interviews and document review, Magolda's ethnographic study examines the beliefs and practices of residential college members, and the ways in which these beliefs and practices contribute to the development of community within the residential college. Through his participation in the Residential College's Welcome Week activities, the author is able to share stories about the *new students' first day on campus, their experiences during residence hall meetings, their convocation experiences, informal discussions on gender issues, students' thoughts on the interdisciplinary curriculum, and their reaction to the first day of classes. Using these experiences as a model, Magolda examines student disorientation, intentional disorientation, the creation of a common purpose, and making connections.* ***Related topic heading(s): Learning Communities; Student Behavior, Characteristics, and Development***

Pascarella, E. T. (1993). Cognitive impacts of living on campus versus commuting to college. *Journal of College Student Development, 34*(4), 216–220.

This researcher studied the effect of living on campus on first-year student cognitive growth. The study revealed that resident first-year students had significantly larger gains in critical-thinking ability than did first-year commuter students.

Schein, H. K., & Bowers, P. M. (1992). Using living/learning centers to provide integrated campus services for freshmen. *Journal of The Freshman Year Experience, 4*(1), 59–77.

Living/learning centers are academic programs located in residence halls. According to the author, these programs typically sponsor activities that have strong interaction between academic and personal development themes. The article presents a synopsis of living/learning centers at large universities and offers a case study of evaluation of a living/learning center academic program at the University of Illinois.

Smith, T. B. (Ed.). (1993). *Gateways: Residential colleges and the freshman year experience* (Monograph No. 14). Columbia, S.C.: University of South Carolina, National Resource Center for The Freshman Year Experience.

The monograph investigates residential colleges and how they can work for first-year students. It gives some historical context for the colleges, showing how they have operated in the past and in the present day, and discusses how they can bring students and faculty together.

Thompson, J., & Others. (1993). The effects of on-campus residence on first-time college students. *NASPA Journal, 31*(1), 41–47.

This study examined the effect of on-campus residence, as compared to off-campus residence, on academic performance, academic progress, and retention of first-year college students. Results of this study indicated that academic progress and retention were significantly greater for on-campus students, regardless of race, gender, or admission type. In addition, it was revealed that on-campus students who were required to complete remedial work prior to regular credit course work also exhibited better performance.

Utterback, J., Barbieri, J., Fox, S., & Solinger, D. (1990). Measuring student development in resident assistants. *Journal of The Freshman Year Experience, 2*(2), 45–58.

The authors present two studies that used the Student Development Task and Life-style Inventory. The first study compared the impact of resident assistant (RA) selection, training, and experience on veteran RAs versus first-year applicants. In the second study, the development of intimacy and identity was compared between males and females. The authors found that veteran RAs ranked no higher than new participants, but gender differences were noted on factors of intimacy, tolerance, and emotional autonomy. ***Related topic heading(s): International Perspectives***

Warner, M. J., & Noftsinger, J. B. (1994). Increasing student involvement through residence hall life-style assignments and developmental programming. *Journal of The Freshman Year Experience, 6*(1), 91–114.

Warner and Noftsinger report the results of their study conducted at James Madison University, a public, comprehensive university with an enrollment of over 10,000 students. The study investigated the effects of three life-style assignments (in terms of gender) on the involvement of students in residence hall activities. The authors used data from a 34-item questionnaire (N = 756) that featured a nine-item "Residence Hall Involvement Scale." Results demonstrated that coeducational residence halls fostered a significantly higher and more varied level of student involvement than either single-sex male or female residence halls. The authors discussed these findings in terms of enhancing the involvement and retention rate of first-year students living in residence halls.

Zeller, W. J., Fidler, P. P., & Barefoot, B. O. (1996). *Residence life programs and the first-year experience* (Monograph No. 5, 2nd ed.). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

This is an updated version of the 1992 monograph published jointly by the National Resource Center for The Freshman Year Experience and Students in Transition and the Association of College and University Housing Officers-International. This volume presents research and programming ideas for improving the first-year residential experience. Chapter topics include the role of residence life in recruitment and orientation, assignment issues, promoting diversity, working with paraprofessional staff, safety and security, living-learning programs, and assessment.

Retention and Success of First-Year Students

Student retention should be a primary concern for all educators. Long the object of assessment and evaluation, retention is not improved by chance, but rather by an intentional commitment to and pursuit of experiences that enhance student learning, success, and satisfaction. The articles in this section address approaches to education that positively influence student persistence as well as retention-related theoretical models and assessment practices.

Astin, A. W. (1975). *Preventing students from dropping out.* San Francisco: Jossey-Bass.

While now somewhat dated, this is a valuable and comprehensive publication that synthesizes the findings of previous dropout research with the intention of promoting institutional action to reduce student attrition. The author uses the results from a longitudinal study of college dropouts to provide a paradigm for studying student involvement. The book provides a thorough discussion of student characteristics that predict dropout, presents implications for institutional retention policies, and addresses specific means to combat dropout. Sample chapters include: "The Who and Why of Dropping Out," "Predicting Which Freshmen Will Drop Out," "Residence and Campus Environment," "Characteristics of the College," "Matching Student and Institution," and "Implications for Decision Making and Research."

Astin, A. W. (1977). *Four critical years.* San Francisco: Jossey-Bass.

This seminal work presents findings from the first 10 years of research by the Cooperative Institutional Research Program (CIRP). This longitudinal research effort was aimed at better understanding the effect of college on students. Astin's comprehensive data on American college students aims to enhance higher educators' understanding of the undergraduate experience.

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel, 25*(4), 297–307.

Astin presents a theory for student development, labeled the "student involvement theory." The theory pertains to the quantity and quality of the physical and psychological energy that students invest in their college experience. According to Astin, the theory clarifies the substantial body of evidence that has emerged from decades of research on student development, and it provides educators with a tool for designing more effective learning environments.
Related topic heading(s): Student Behavior, Characteristics, and Development

Astin, A. W. (1991). *What matters in college? Four critical years revisited.* San Francisco: Jossey Bass.

In 1977, Astin attempted to answer key (college-related) questions in Four Critical Years, *a book the* Journal of Higher Education *has since called the most frequently cited work in* *higher education. In* What Matters in College? *the author presents a completely new and expanded study of how students develop and change in college—and reveals how colleges can enhance that development. Based on a study of more than 20,000 students, 25,000 faculty members, and 200 institutions, the book shows how academic programs, faculty, student peer groups, and other variables affect a student's college experiences. Astin examines more than 190 environmental characteristics of institutions and details how these factors can shape students' personality and self concept, patterns of behavior, values and beliefs, academic and cognitive development, career development, and satisfaction with the college environment.*

Astin, A., Korn, W., & Green, K. (1987). Retaining and satisfying students. *Educational Record, 36*, 36–42.

This article draws on data collected by the Cooperative Institutional Research Program (CIRP) and published in the survey's normative report, The American Freshman, 1985. *The authors address student retention patterns, reasons for dropping out, the prediction of retention rates, and the measurement of student satisfaction.*

Astone, B., Nunez-Wormack, E., & Smodlaka, I. (1989). Intensive academic advising: A model for retention. *College and University, 65*(1), 31–43.

This article provides an overview of the intensive academic advising program for first-year students at the College of Staten Island. The program was designed to provide first-year students with information, enhance personal interaction, and assist with the clarification and/or development of medium- and long-range goals. Analysis of the academic advising session content and the results of the program are also discussed.

Beal, P. E., & Noel, L. (1979). *What works in student retention.* Iowa City: American College Testing Service.

This text provides a thorough discussion of campus action programs and activities for improving student retention in higher education. Based on data derived from a national survey entitled "What Works in Student Retention" conducted by the American College Testing Program, the authors highlight key factors that relate to student retention. They present retention programs and activities that have the greatest general impact on student retention, as well as the basic steps for conducting campus retention research.

Bean, J. P. (1978). Conceptual models of student attrition: How theory can help the institutional researcher. *New Directions for Institutional Research, 36*, 17–34.

This article explores several models of student attrition and the tenets of each model. Bean cites four questions that studies of attrition commonly address: What are the reasons students leave school? What students are likely to leave this institution this year (or semester)? What effects are programs and services having on attrition? What are the entry-level characteristics of the students most likely to stay in school or to leave? This article presents one of the better discussions on conceptual models of student attrition available in the early retention literature.

Beaudin, B. Q., Horvath, J., & Wright, S. P. (1992). Predicting freshman persistence in economics: A gender comparison. *Journal of The Freshman Year Experience, 4*(2), 69–84.

The authors conducted a study identifying variables that predict the probability of persisting *in the study of economics. The data for the work was extracted from computerized student records of first-year college students enrolled at a two-year college in a private, residential university in Connecticut. First-year students who had taken the first introductory economics course from the fall of 1987 through the fall of 1989 were selected for the study. The results suggest that females persist in smaller numbers than do their male counterparts. In addition, the grade that first-year females earned in the initial course affected persistence differently from that of first-year men. For example, females earning an A in the first course are more likely to persist than their male counterparts, but for grades below an A, females persisted at lower rates than males earning the same grade. The authors also revealed that verbal SAT score was inversely related to persistence in the study of economics. Quantitative SAT score, which is directly related to persistence in economics, was not statistically different from zero.*

Bedford, M. H., & Durkee, P. E. (1989). Retention: Some more ideas. *NASPA Journal, 27*(1), 68–71.

This article reviews research on retention. The authors examine retention efforts that use first-year seminars and student leadership development programs to influence college student persistence positively. The authors conclude that overall awareness of the institution and its resources as well as involvement in the academic/social aspects of college life appear to be major components of student retention. ***Related topic heading(s): First-Year Seminars***

Benjamin, D. P. (1993). A focus on American Indian college persistence. *Journal of American Indian College Persistence, 32*(2), 24–40.

This study followed 166 Native-American first-year college students for six years. Only 16% of the students studied graduated during the period. The analysis also revealed that the typical college entrance criteria did not accurately predict the group's probability of persistence. Interviews conducted with 11 Navajo students investigated going-home behavior, early educational intentions, and acculturation. The interviews also suggested distinct cultural characteristics of Native-American college persisters. ***Related topic heading(s): Student Sub-Populations***

Boger, R. E., Duwve, K. M., Rankey, L.A., & Poggiali, C. A. (1994). Involving graduate assistants in student retention efforts. *College and University,* (3) 100–103.

The article describes a series of graduate student orientation sessions offered at Bowling Green State University. The three one-hour sessions defined retention and its impact on the University, and provided tips that the graduate assistants could incorporate into their in- and out-of-class interactions with undergraduate students. A follow-up resource packet was sent to the participants approximately four weeks after the sessions. The materials in this packet included a letter that reminded the graduate assistants of their role in retaining students as well as a list of retention-enhancing techniques that reflected what had been discussed during the sessions. Feedback from participants indicated that the material presented in the sessions and sent out in the follow-up packets helped the graduate assistants to identify and assist students who were at risk of dropping out of college. ***Related topic heading(s): Curriculum and Teaching; Peer Influence, Interaction, and Training***

Boivin, M. J., Beuthin, T. M., & Hauger, G. (1993). Why Christian students leave Christian colleges: Evaluating the dynamics of adjustment in a Christian community. *Journal of The Freshman Year Experience, 5*(1), 93–125.

Two separate studies were conducted at Spring Arbor College, a small, Methodist church-affiliated, liberal-arts college in Michigan. The major findings and conclusions between the studies were compared. In both studies, the entire first-year class (n = 157) was evaluated on a wide range of academic, social, attitudinal, religious, and personality indicators in an attempt to find factors that influence persistence. The findings were consistent with Tinto's (1975) model of college attrition. It was shown that the level of high school academic achievement and the initial commitment to the institution were the best objective indicators of persistence, regardless of the level or depth of Christian commitment. In addition, a subsequent telephone inter[illegible]h students who had left the institution (n = 75) revealed four major complex reasons for their leaving. These reasons were a sense of isolation, social dissonance, boredom, and a low perceived cost/benefit ratio for the educational experience and were consistent with the major factors identified by Noel (1975). ***Related topic heading(s): Student Sub-Populations***

Boudreau, C. A., & Kromrey, J. D. (1994). A longitudinal study of retention and academic performance of participants in a freshman orientation course. *Journal of College Student Development, 35*, 444–449.

Boudreau and Kromrey study the relationship between enrollment in a first-year orientation course at the University of South Florida and academic performance, retention, and graduation. Results indicate that course participants had better academic achievement than non-participants and significantly higher rates of retention. The difference between the graduation rates of course participants and non-participants was very slight and was not statistically significant. The authors discuss their findings and conclude that their research provides a rationale for offering a first-year orientation course to all first-time college students.

Brower, A. M. (1992). The "second half" of student integration: The effects of life task predominance on student persistence. *Journal of Higher Education, 63*(4), 441–462.

Brower presents a model of student persistence that stresses the ability of students to mold their college environment so that it connects with their own goals, plans, and experiences. This model, called the "Life Task" Model, is compared to that of Tinto in terms of its ability to predict the number of semesters that students will remain enrolled in college. In addition, the Life Task Model is used to reveal that different factors account for the retention of affiliation- versus achievement-oriented students.

Davis, B. O., Jr. (1992). Freshman seminar: A broad spectrum of effectiveness. *Journal of The Freshman Year Experience, 4*(1), 79–94.

Many faculty members as well as students regard first-year seminar courses to be advantageous primarily to academically at-risk students. The author reports the outcomes of a longitudinal retention study, conducted at Kennesaw State College in Marietta, Georgia, that assessed the academic performance of students who have taken first-year seminars and compared it to the performance of students not enrolled in freshmen seminars. The article reveals that regularly admitted students (those with higher SAT scores) who had completed a first-year seminar were retained at a higher rate than their seminar classmates with lower

SAT scores. Developmental studies students (those on the lower end of the academic spectrum) with first-year seminar participation show a modest improvement in both retention and classroom performance (grade point average) when contrasted with a comparable group of non-seminar participants. Bowman interprets the results of the study within the context of Tinto's model of institutional departure. ***Related topic heading(s): First-Year Seminars***

Donnangelo, F. P. (1985). Freshman orientation and career development: How effective is it? *Journal of College Placement, 45,* 23–24.

Donnangelo reports on a study conducted at Bronx Community College that contrasted first-year orientation/career development course participants and non-participants. The study found that those who attended the course had higher fall and spring grade point averages and retention rates that those who did not attend. ***Related topic heading(s): Career Issues, First-Year Seminars***

Drew, C. P. (1990). We can no longer love `em and leave `em: A paper on freshmen retention. *Community College Review, 17,* 54–60.

This article reviews the literature that provides reasons for student attrition. The author presents a retention plan that begins at onset of a student's college experience. The plan begins at registration, includes a six-hour orientation that emphasizes academic excellence, pairs students with faculty mentors, and contains a for-credit, extended orientation seminar that students are required to attend. ***Related topic heading(s): Community and Two-Year Colleges, First-Year Seminars***

Dunphy, L., Miller, T. E., Woodruff, T., & Nelson, J. E. (1987). Exemplary retention strategies for the freshman year. *New Directions for Higher Education, 15*(4), 39–60.

This article presents a comprehensive critique of retention strategies employed during the first year at four different institutions. The authors discuss the concept of "front loading" resources for enhancing the first year of college as a basic tenet of retention strategies. They include a thorough analysis of four retention programs and identify crucial elements needed for the implementation and/or reformation of these programs.

Ellis, D. B., & Gardner, J. N. (1998). *Teaching new student seminars: Classroom strategies for student retention* [Teleconference Video]. (Available from The National Center for The First-Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia, SC 29208).

This teleconference recording features David B. Ellis and John N. Gardner. It focuses specifically on teaching new student seminars so as to increase the likelihood of improved student retention. Topics addressed include course objectives, course content, training instructors, instructional strategies, texts and other course resources, and evaluation. ***Related topic heading(s): Curriculum and Teaching, First-Year Seminars***

Feldman, M. J. (1993). Factors associated with one-year retention in a community college. *Research in Higher Education, 34*(4), 503–512.

The author reports on a study that examined preenrollment variables as predictors of one-year retention at Niagara County Community College. The preenrollment variables included *high school grade point average, gender, age, ethnicity, education goals, full-time/part-time status, and basic skills need—factors that typically are available prior to a student's attendance. The author employed univariate comparisons using chi-square analysis and logistic regression to select and order the factors that contributed most to retention. Findings revealed that the lower the high school grade point average, the more likely it was that a student would drop out. Additional risk was associated with the age range 20-24, attending part-time, and being an ethnic minority other than Asian American.* ***Related topic heading(s): Community and Two-Year Colleges***

Fidler, P. P. (1991). Relationship of freshman orientation seminars to sophomore return rates. *Journal of The Freshman Year Experience, 3*(1), 7–38.

Fidler reports on his data compilation concerning the sophomore return rates of participants versus non-participants in first-year orientation seminars at the University of South Carolina. The data collected annually spanned the years 1973 to 1988. The results show that seminar participants had lower academic ability, higher course loads, and no differences in motivation. The analysis also reveals that course participants sought out a faculty mentor, used student services, and/or joined extra-class activities more frequently when compared with non-course participants. Fidler summarizes that the brighter, more highly motivated students did not self-select into the first-year seminar, yet the seminar participants achieved a higher sophomore return rate than the non-participants. This higher return rate can probably be attributed to the process and the content of the first-year seminar course. ***Related topic heading(s): First-Year Seminars***

Fidler, P. P., & Moore, P. S. (1996). A comparison of effects of campus residence and freshman seminar attendance on freshman dropout rates. *Journal of The Freshman Year Experience and Students in Transition, 8*(2), 7–16.

The authors compare the relative effects of (a) living on campus and (b) participating in a first-year seminar on dropout rates at the University of South Carolina from 1986 to 1993. When examined together, the percentage of all first-year dropouts attributable to not living on campus (7.8%) exceeded that attributable to not participating in a first-year seminar (4.1%). However, the number of students affected was larger for the first-year seminar since there were over twice as many seminar non-participants (n = 10,336) as there were students not living on campus (n = 4,427) during the period examined. Fidler and Moore also report that students who took the seminar and lived on campus had the lowest dropout rates of any group in the study, while those who did neither had the highest rate of attrition. ***Related topic heading(s): First-Year Seminars, Residence Life***

Garcia, P. (1991). Summer bridge: Improving retention rates for underprepared students. *Journal of The Freshman Year Experience, 3*(2), 91–105.

Garcia examines the direct relationship between participation in a pre-enrollment summer program and retention for students who traditionally demonstrate a lower than average graduation rate in the California State University system. The author presents information indicating that enrollment in a comprehensive summer program that focuses on enhancing basic skills and familiarizing new students with the university environment leads to significant gains in first- and second-year retention rates of at-risk students. ***Related topic heading(s): Academic Support, Student Sub-Populations, Summer Bridge Programs***

Garnett, D. T. (1990). Retention strategies for high-risk students at a four-year university. *NACADA Journal, 10*(1), 22–25.

In this analysis, Garnett describes the Students in Retention (SIR) program at Henderson State University, an open-door public liberal arts institution in Arkadelphia, Arkansas with an enrollment of slightly more than 3,000 students. The SIR program was designed to meet the special needs of first-time academically suspended students who were readmitted following their period of academic exclusion. The author details the program's components and provides data indicating its level of success in regard to grade point average and retention.

Gass, M. A. (1990). The longitudinal effects of an adventure orientation program on the retention of students. *Journal of College Student Development, 31*, 33–38.

Gass studied the impact of a five-day adventure-based orientation program on student retention three and a half years later. Results indicated that program participants had a 20% higher retention rate than a control group consisting of non-participants. ***Related topic heading(s): New Student Orientation***

Glennen, R. E., Farren, P. J., & Faye, N. V. (1996). How advising and retention of students improves fiscal stability. *NACADA Journal, 16*(1), 38–41.

This article demonstrates how assessment was used by a student advising center at Emporia State University to determine its effect on student retention and the amount of state funding that this additional retention generated. Results suggest a positive relationship between the existence of the center and retention. While this was not a controlled study, the authors assert that since all other forms of support at Emporia State University existed before the establishment of the student advising center, the results seem to indicate that the center made the strong positive impact on retention and fiscal stability. Subtracting the costs of operating the student advising center from the increased state revenue, the authors determined that the student advising center accounted for a gain of over $7.5 million between 1984 and 1993. This sum did not take into account revenue generated by student fees, residence hall and meal plan payments, and expenditures in the bookstores or in local stores. ***Related topic heading(s): Academic Advising and Student Counseling, Financial Issues***

Goldman, B.A., & Gillis, J. (1989). Graduation and attrition rates: A closer look at influences. *Journal of The Freshman Year Experience, 1*(1), 65–77.

Goldman and Gillis present data that show how change of major, course load patterns, housing location, and first semester grade point average relate to the percentage of students in the following four outcomes: voluntarily not returning to college, being academically suspended, continuing enrollment, and graduating. The article presents research that counters long established beliefs regarding retention and attrition, especially in regard to students who live off campus.

Hoover, D. R. (1991). Guidelines for conducting college persistence/education research. *Journal of The Freshman Year Experience, 3*(1), 71–84.

Hoover introduces research methods for practitioners with little research experience and provides basic guidelines for social science research with an emphasis on college persistence/education studies. The stages, major challenges, and important considerations of research *are also reviewed. In addition, the author cites references to other sources of knowledge and stresses the importance of mentioning any possible flaws within the written report.*

Hyers, A. D., & Joselin, M. N. (1998). The first-year seminar as a predictor of academic achievement and persistence. *Journal of The Freshman Year Experience and Students in Transition, 10*(1), 7–30.

The authors examined commonly available academic background information—high school percentile rank, SAT scores, and grades earned in college courses—to determine which indicators, and/or combination thereof, best predicted student academic achievement and persistence at the Massachusetts College of Liberal Arts. They discovered that grades earned in a new first-year seminar course (FYS) were better predictors of both college academic achievements and persistence than were high school rank and SAT scores. Based on their findings, the authors state that students who are earning a C+ or less in the FYS course at mid-semester require closer attention and/or intervention to help diminish their higher risk of dropout. ***Related topic heading(s): Assessment and Evaluation, First-Year Seminars***

Iffert, R. E. (1958). *Retention and withdrawal of college students.* Washington, DC: U. S. Department of Health, Education, and Welfare.

This piece reports results derived from a national sample of students representing 149 institutions. The primary focus was to determine the impact of attrition on American higher education and examine various factors that differentiate students who drop out from those students who persist.

Kanoy, K. W., & Bruhn, J. W. (1996). Effect of a first-year living-learning residence hall on retention and academic performance. *Journal of The Freshman Year Experience and Students in Transition, 8*(1), 7–24.

The authors compare academic performance, as measured by grade point average and two-year retention rates, of a group of first-year students who resided in a living-learning center to a matched control group who did not reside in the living-learning center. Academic performance data collected at the end of each semester showed that living-learning students earned a higher grade point average at the end of the four semesters than the matched control group, with the first two semesters yielding statistically significant differences between the two groups. While the living-learning center students were retained at higher levels, statistically significant differences in retention rates between the two groups did not occur. However, the differences in retention rates (second semester = 1.47, fourth semester = 1.52) approached the critical .05 probability level (1.64). ***Related topic heading(s): Residence Life***

Kleupfel, G. A. (1994). Developing successful retention programs: An interview with Michael Hovland. *Journal of Developmental Education, 17*(3), 28–34.

This article, part of a special edition on student retention, records Kleupfel's interview with Michael Hovland. Hovland is a senior consultant with Noel Levitz, a nationally recognized resource group for student services and retention. During the interview, Hovland and Kleupfel discuss the success of the summer bridge programs at the Universities of Virginia and California at Berkeley, the first-year seminar at the University of South Carolina, and Rutgers University's faculty-led approaches to providing assistance in high-risk courses. In addition, institutional mission, political issues and assessment are discussed in the context of student retention. ***Related topic heading(s): Academic Support, First-Year Seminars, Summer Bridge Programs***

Lenning, O. T., Beal, P. E., & Sauer, K. (1980). *Retention and attrition: Evidence for action and research.* Boulder, CO: National Center for Higher Education Management Systems.

In this very useful and comprehensive document, the authors discuss the leading models and studies that relate to student retention and attrition. Based on a thorough synthesis of the literature, the authors highlight specific steps and procedures for increasing student retention. The first chapter, "Important Concepts for Retention and Attrition," reviews the general nature of student retention and attrition as well as the most common measures of retention. Other chapters in the book include: "Factors Relating to Retention and Attrition," "Implications of What We Know About Retention and Attrition," "Putting Retention and Attrition into Context: The Larger Picture," "Classifying Retention, Measures and Indicators of Retention and Attrition," and "Implications for Practitioners and Researchers: An Overview."

Lipsky, S. A., & Ender, S. C. (1990). Impact of a study skills course on probationary students' academic performance. *Journal of The Freshman Year Experience, 2*(1), 7–15.

The impact of a one-credit study skills course on the academic performance and retention of second-semester; first-year probationary students at a state-supported institution in western Pennsylvania was examined. At the conclusion of the semester in which the interventions transpired, statistically significant differences in the dependent variables of academic hours attempted, academic hours earned, and grade point averages, were observed. These differences were also apparent one and two years later. Retention data favored the treatment group as well. ***Related topic heading(s): Academic Support***

Martin, J., & Samels, J. E. (1993). Training administrators to serve as student mentors: An untapped resource in retention planning. *College and University, 69*(1), 14–21.

Mount Ida College's mentoring program is described in this article. The college uses members of the administration as mentors to first-year students. The institution has found this to be an effective method for strengthening the bond between first-year students and the college. According to the authors, the impact of the mentor program has been noticeable in the campus culture and the rate of student retention. ***Related topic heading(s): Faculty***

Nelson, R. B., Scott, T. B., & Bryan, W. A. (1984). Precollege characteristics and early college experiences as predictors of freshman year persistence. *Journal of College Student Personnel, 25*(1), 50–54.

The authors indicate that predictive information can be derived from first-year students as early as eight weeks after school begins to determine their second-semester persistence rate. They report that asking first-year students about their second-semester enrollment plans is the single best predictive variable in determining second semester persistence in college. This article offers an easily implemented strategy for predicting student attrition and targeting intervention efforts.

Noel, L., Levitz, R., Saluri, D., & Associates. (Eds). (1985). *Increasing student retention.* San Francisco: Jossey-Bass.

Considerable attention has been given to devising more effective ways for enhancing the undergraduate college experience and appreciably increasing student retention. In this book, the authors present a myriad of strategies, programs, and practices that have been *proven to be successful retention efforts employed by institutions of higher learning. The book is divided into four major sections entitled "Understanding Who Stays, Who Leaves, and What Makes the Difference;" "Targeting Students at Risk for Dropping Out;" "Fostering Retention Through Key Programs and Activities;" and "Guidelines and Models for Achieving Retention Results." The 22 chapters included under the above sections provide highly useful information regarding student retention in higher education.*

Pascarella, E. T., & Terenzini, P. T. (1977). Patterns of student-faculty informal interaction beyond the classroom and voluntary freshman attrition. *Journal of Higher Education, 48,* 540–552.

This article presents a study that attempts to test Tinto's theoretical model of retention. The authors investigate the patterns of relationships between different types of faculty interaction with students beyond the classroom. This study finds that increased informal contact between first-year students and faculty was associated with positive views toward the institution by the student and greater persistence.

Pascarella, E. T., & Terenzini, P. T. (1980). Predicting freshman persistence and voluntary dropout decisions from a theoretical model. *Journal of Higher Education, 51*(1), 60–75.

Pascarella and Terenzini report on their effort to develop a multidimensional instrument to assess the major dimensions of Tinto's model of academic and social integration. They also discuss their attempt to determine the validity of this instrument in accurately determining which first-year students are/are not retained. The five institutional integration scales developed for their investigation increased identification of persisters/dropouts from 58.2% to 81.4%. The contributions and limitations of this work are also discussed.

Pascarella, E. T., Terenzini, P. T., & Wolfle, L. M. (1986). Orientation to college and freshman year persistence/withdrawal decisions. *Journal of Higher Education, 57*(2), 155–175.

The study described in this article was conducted to test the influence of an institution's two-day orientation program on student persistence/withdrawal behavior within the framework of Tinto's model for student departure. The results of the study supported the idea that an institutionally sponsored orientation can serve as a potential facilitator of successful socialization among first-year students. Implications and limitations of the study are also discussed. ***Related topic heading(s): New Student Orientation***

Pickering, J. W., Calliotte, J. A., & McAuliffe, G. J. (1992). The effect of noncognitive factors on freshman academic performance and retention. *Journal of The Freshman Year Experience, 4*(2) 7–30.

The authors administered a 120-item, Likert-type survey to 1,587 first-year students who enrolled at a mid-sized, metropolitan, public, Southeastern university in the fall of 1988. The survey was designed to measure the noncognitive predictors of (a) academic difficulty or academic success after the first year of college, and (b) attrition or retention in the second year. To make identification of the noncognitive predictors possible, the survey was factor analyzed to produce 16 factors. In addition, a scoring method was developed to yield probation and attrition scores. The scoring method proved to be a better predictor of academic performance and attrition/retention. In all cases the inclusion of demographic and noncognitive predictors *improved predictions based solely on cognitive factors. A combination of both cognitive and noncognitive predictors worked best for predicting academic difficulty/academic success, while a combination of cognitive, demographic, and noncognitive predictors functioned best for predicting attrition/retention. In both instances, the use of noncognitive predictors was better than the use of either cognitive or demographic predictors alone. As a result, the authors praise the utility of noncognitive predictors for identifying students in need of additional assistance.* ***Related topic heading(s): Academic Support***

Ramist, L. (1981). *College student attrition and retention* (College Board Report No. 81-1). New York: College Entrance Examination Board.

In this comprehensive book, Ramist reviews the general nature of student attrition and retention as well as research that pertains to these areas. The author examines the relationships between college environmental factors and persistence and gives rationale and guidelines for improving educational services which not only will enhance the educational process but will also encourage students to stay in college. This is an outstanding source book for persons conducting research on retention.

Seidman, A. (1996). Retention revisited: R = e, id + e & in, iv. *College and University, LXXI*(4), 18–20.

Seidman begins the article by reviewing theories on student retention. The author quickly focuses on Tinto's theory and on programs and services that have been developed based upon this theoretical framework. While first-year student retention and degree completion rates have declined in recent years, the author feels that Tinto's theory is a good predictor of student departure behavior. Seidman asserts that some of the declines in retention and graduation rates stem from the fact that educators are looking at persistence in too narrow a manner. The author suggests that retention be defined and examined from three perspectives—course, program and student. After defining these perspectives, the author states that in addition to a broader definition of retention many interventions designed to boost retention could be used more effectively, especially if they occur early in a student's academic career. Seidman proposes that educators can enhance student success by remembering that R = E, Id + E & In, Iv—Retention (R) equals Early (E) Identification (Id) + Early (E) and Intensive (In) Intervention (Iv).

Shanley, M. G., & Witten, C. H. (1990). University 101 freshman seminar: A longitudinal study of persistence, retention, and graduation rates. *NASPA Journal,* 27(4), 344–352.

Shanley and Witten studied the effects of a first-year seminar course on the persistence and graduation rates of the 1979 first-year class seven years after their matriculation at the University of South Carolina. Their findings revealed a strong correlation between successful completion of University 101 (i.e. the first-year seminar course) and increased retention, persistence, and graduation rates for those who had taken University 101 as freshmen. ***Related topic heading(s): First-Year Seminars***

Somers, P. (1995). First-to-second semester persistence: A case study. *Journal of The Freshman Year Experience and Students in Transition, 7*(2), 43–62.

Somers traces the development of student retention models. The author begins with studies that adapted Durkheim's theory of suicide to explain college student dropout, progresses *with an overview of Tinto's theory of student departure, and then discusses research conducted by Pascarella and Terenzini that supported the predictive validity of Tinto's model. Several recent studies that incorporate financial aid variables into persistence models are then reviewed. Following the review, Somers presents a logical model and statistical methods used to study the impact of financial aid on enrollment and persistence on a West Coast public, doctoral university. Research results indicated that college experience variables had an effect on persistence. In addition, full-time students were more likely to persist than their part-time counterparts. A surprising finding was that students with lower grade point averages persist at significantly higher levels than their higher-achieving peers. However, financial aid, with the exception of merit scholarships, did not have a significant influence on retention. The findings suggest that financial aid at the institution may be insufficient to promote persistence.* ***Related topic heading(s): Financial Issues***

Strumpf, G., & Hunt, P. (1993). The effects of an orientation course on the retention and academic standing of entering freshmen, controlling for the volunteer effect. *Journal of The Freshman Year Experience, 5*(1), 7–14.

This study attempts to determine the effect of an orientation course on the retention and academic standing of first-time, full-time college students. Two-hundred and forty subjects were drawn from the overall first-year student population at a large, predominantly White, urban university. The 240 participants volunteered to be a part of the analysis. In an attempt to control for the volunteer effect, 77 students were randomly chosen from this group to be part of the experimental course, and 80 students were randomly selected from the group to comprise a control group. Significant differences were recorded between rates of retention for first-year students enrolled in the course and those who were not allowed to enroll. ***Related topic heading(s): First-Year Seminars***

Terenzini, P. T., & Wright, T. M. (1987). Students' personal growth during the first two years of college. *The Review of Higher Education, 10*(3), 259–271.

A student's personal growth during the first and sophomore years is a culmination of both intellectual and non-intellectual factors. This article points out weaknesses of past studies regarding retention and the experiences of entering college students. Terenzini and Wright emphasize academic adjustment as a major influence on a student's overall social adjustment to college and present a synthesis of a research study from which this assertion was derived.

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research, 45*, 89–125.

In this comprehensive article, Tinto presents a theoretical model that explains the process of interaction between the individual and the institution that leads different individuals to persist or not to persist in college. The author also presents a thorough synthesis of research contributing to this model in an effort to gain new insights into the social processes of dropping out of higher education. A very important and useful discussion of the evolutionary development of attrition models is also provided.

Tinto, V. (1988). Stages of student departure: Reflections on the longitudinal character of student leaving. *Journal of Higher Education, 59*(4), 438–455.

Tinto uses research from the field of social anthropology on the rites of passage in tribal societies to provide a conceptual framework that can help with the analysis of the early stages of the *student departure process. The author suggests that student retention and the process of student departure consist of distinct stages through which students must pass. The implications that these stages have on theory, research, and institutional policy are discussed.*

Tinto, V. (1990). Principles of effective retention. *Journal of The Freshman Year Experience, 2*(1), 35–48.

While retention programs on different campuses vary in their composition and in the specific kinds of actions they undertake on behalf of students, successful programs are similar in a number of important ways. These have to do with the communal nature of institutional life, the institutional commitment to the improvement of the welfare of the students they serve, and institutional commitment to the social and intellectual growth of students. An understanding of these commonalties—referred to here by Tinto as the principles of effective retention—holds the key to successful retention programming, for they direct attention away from the programmatic composition of retention programs to the more fundamental issue of how and why the programs are successful in increasing student persistence.

Tinto, V. (1994). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago: University of Chicago Press.

Tinto presents a review of research on student attrition that has been instrumental in developing a theoretical framework regarding student departure. Chapters include: "The Scope and Patterning of Student Departure from Higher Education," "Roots of Individual Departure from Institutions of Higher Education," "A Theory of Individual Departure from Institutions of Higher Education," and "The Dimensions of Institutional Action." Tinto concludes with a succinct discussion of ways of responding to student departure and the implications these departures, voluntary or otherwise, have for higher education.

Tokuno, K. A., & Campbell, F. L. (1992). The freshman interest group program at the University of Washington: Effects on retention and scholarship. *Journal of The Freshman Year Experience, 4*(1), 7–22.

Tokuno and Campbell report the impact of the University of Washington's Freshman Interest Group (FIG) Program on retention and scholarship. Washington's FIG Program brings a small group of first-year students together into the same two or three courses during their first quarter. The courses shared by each group of students are organized around some theme, such as preparation for a particular major or the integration of related disciplines. Matriculating first-year students from Autumn 1988 and 1989 were compared. Course comparisons indicated that more students stayed in a competitive course if they were enrolled in a FIG. A small difference was found between retention levels in favor of students in the FIG Program, and FIG students displayed a significantly higher grade point average, even after adjusting for academic potential. In addition to the positive impact on academics, the authors report that the FIG Program at Washington is very successful in building social support and informing students about resources for learning outside the classroom. ***Related topic heading(s): Curriculum and Teaching***

Tukey, D. D. (1991). Models for student retention and migration. *Journal of The Freshman Year Experience, 3*(2), 61–74.

Tukey examines three models that can be used to calculate rates of retention and to predict enrollments. The author reports that when compared to both the Cohort Ratio Model and *the Longitudinal Persistence Model, the Markov Process Model is more encompassing and has a wider range of applicability. Tukey also asserts that in addition to predicting enrollments, the Markov Process Model can be used to track student migration to and from majors and in and out of academic difficulty.*

Wilkie, C., & Jones, M. (1994). Academic benefits of on-campus employment to first-year developmental education students. *Journal of The Freshman Year Experience, 6*(2), 37–56.

The purpose of this study was to determine whether Astin's theory of efficacy of involvement applied to a population of developmental education students (N = 1,012). "Involvement" was operationalized through on-campus employment and was measured by tracking persistence and academic achievement. The study revealed that working part-time on campus for an average of eight hours per week during the entire first year of college resulted in significantly higher rates of retention and higher academic achievement for traditional-age developmental education students when compared to students with a lower frequency of employment or no campus employment. The significance of this finding is discussed. ***Related topic heading(s): Academic Support, Financial Issues***

Wilkie, C., & Kuckuck, S. (1989). A longitudinal study of the effects of the freshman seminar. *Journal of The Freshman Year Experience, 1*(1), 7–16.

Wilkie and Kuckuck report the results of a three-year comparison of the cumulative grade point averages and retention rates of high risk students who successfully completed an orientation course in the first semester of their first year versus first-year, high-risk students who had not completed such a course. The results indicate that students who had completed the orientation seminar achieved a significantly higher cumulative grade point average over the three-year period than students who had not done so. ***Related topic heading(s): First-Year Seminars***

Student Behavior, Characteristics, and Development

College and university faculty and administrators collectively attempt to facilitate the intellectual, personal, social, and moral development of students. In conjunction with this goal, institutions of higher education have attempted to develop the skills and attitudes needed for lifelong learning, the creation of an environment conducive to student development, and the integration of learning experiences. The articles in this section will provide assistance to teachers and administrators who seek to understand and influence the behavior, character, and development of their first-year students.

Astin, A. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel, 25*(4), 297–307.

Astin presents a theory for student development, labeled the "student involvement theory." The theory pertains to the quantity and quality of the physical and psychological energy that students invest in their college experience. According to Astin, the theory clarifies the substantial body of evidence that has emerged from decades of research on student development and provides educators with a tool for designing more effective learning environments. ***Related topic heading(s): Retention and Success of First-Year Students***

Astin, A. W., Gardner, J. N., & Sax, L. J. (1998). The changing American college student: Implications for the freshman year and beyond [Teleconference Video]. (Available from The National Center for The First-Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia, SC 29208)

This teleconference, broadcast on April 21, 1998, is based upon the nationally known 32-year Cooperative Institutional Research Program (CIRP) Study of the changing characteristics of American first-year students. Topics covered include characteristics of today's new students, changes students undergo during college, the difference college makes for students, and assessment of past and future trends. ***Related topic heading(s): The First Year***

Astin, A. W., Green, K. C., & Berz, E. R. (1966–present). *The American freshman: National norms for fall, 1966–.* Los Angeles: University of California, Higher Education Research Institute.

This report presents an annual summary of the results of the Cooperative Institutional Research Program (CIRP) survey of college first-year students. Established in 1966, this national longitudinal study of the American higher education system involves data from 1,300 institutions, over 8 million students, and more than 100,000 faculty. The basic purpose of the CIRP survey is to assess the effects of college on students and to provide a normative profile of American college freshmen. ***Related topic heading(s): The First Year, Reports with Implications for The First-Year Experience***

Astin, A. W., Parrott, S. A., Korn, W. S., & Sax, L. J. (1997). *The American freshman: Thirty year trends.* University of California, Los Angeles: Higher Education Research Institute.

This report summarizes the results of the Cooperative Institutional Research Program's (CIRP) annual surveys of college freshmen over the past 30 years. CIRP was established at the American Council on Education as a longitudinal study of the American Higher Education System. CIRP publications and research based on CIRP data are among the sources most cited by researchers in higher education. This report documents an array of student changes since the survey's inception in 1966. ***Related topic heading(s): The First Year, Reports with Implications for The First-Year Experience***

Balenger, V. J., & Sedlacek, W. E. (1991). The volunteer potential of first-time entering students: Interest areas and incentives. *Journal of The Freshman Year Experience, 3*(1), 59–69.

The authors document the results of a survey assessing interest in various campus volunteer opportunities given in 1988 to 850 randomly selected first-time entering students at the University of Maryland, College Park. The relationship between incentives and volunteer interest was also analyzed. The results suggested that, generally, students did not distinguish between "serving as a volunteer," "earning course credit as a volunteer," and "earning a monetary award as a volunteer." Specific volunteer interests are examined in terms of their theoretical and practical significance on student affairs professionals.

Blackhurst, A. E. (1995). The relationship between gender and student outcomes in a freshman orientation course. *Journal of The Freshman Year Experience and Students in Transition, 7*(2), 63–80.

This article examines gender differences on first-year student development of purpose, mature relationships and academic autonomy. The author also focuses on the influence of gender on mentoring relationships between first-year students and their respective first-year seminar instructors. Results show a statistically significant difference between male and female patterns of psychosocial development during the first year. In addition, results also revealed that student psychosocial development might be influenced by the effects of gender on the mentoring relationship. ***Related topic heading(s): First-Year Seminars, Student Sub-Populations***

Brower, A. M. (1990). Student perceptions of life-task demands as a mediator in the freshman year experience. *Journal of The Freshman Year Experience, 2*(2), 7–30.

This article discusses Brower's ongoing research project, which focuses on identifying sources of stress and coping strategies in the difficult high-school to college transition. The author identifies seven basic task domains from data collected from first-year students at two separate universities in 1983, 1984, and 1987. When these life-tasks are identified and described, they are not the tasks foreseen by the student development literature. These findings provide a fuller understanding of student experiences so that remedial and preventive programs can be developed to maximize student success in the first year. ***Related topic heading(s): The First Year***

Brower, A. M. (1994). Measuring student performances and performance appraisals with the college life task assessment instrument. *Journal of The Freshman Year Experience, 6*(2), 7–36.

Brower's article reports on the development of a 20-minute, 35-item questionnaire called the College Life Task Assessment Instrument (CLT). Brower's CLT joins Pace's College Student Experiences *questionnaire and Baker and Siryk's* Student Adaption to College Questionnaire *as instruments useful in assessing students' "mid-level" attitudes and beliefs. According to the author, the CLT provides a college student assessment starting point by offering a manner through which self-defined expectations, performances, and performance appraisals can be measured. As a result, the CLT can be used to better understand individual students and provide them with guidance in a broad range of life domains found to be central to college life.* ***Related topic heading(s): Assessment and Evaluation***

Brown, D. M., & Christiansen, K. E. (1990). Coping with loss: Emotional acculturation in first semester freshmen. *Journal of The Freshman Year Experience,* 2(1), 69–83.

Frequently, one can find loss and sadness expressed in the journal entries of students enrolled in first-year seminars. This may come as a surprise to many instructors, because we assume that these students should be happy and excited about their new college environment/experience. Instructors can readily identify with feelings of loneliness, sadness, and fear that soon become evident in many of their students, yet few first-year seminar training programs mention this phenomenon. It is apparent that instructors need skills for identifying the frequency, severity, and other aspects of grief related to real or perceived loss as experienced by matriculating first-year students. This article reviews various psychological studies of grief and applies findings from those studies to recommend methods by which instructors can aid first-year students in coping successfully with feelings of grief. ***Related topic heading(s): First-Year Seminars***

Cannici, J. P., & Poulton, J. (1990). Personal competency training as a preventive intervention. *Journal of The Freshman Year Experience,* 2(2), 31–43.

A preventive training program for first-year students was conducted and evaluated in an effort to reduce depression and its consequences, which included poor grades and school dropout. One experimental group, dubbed the social group, was given a semester-long course in the development and practice of personal competencies. These competencies included affect management, self-control, social skills, and problem solving skills. A second experimental group experienced a semester-long course stressing academic skills. A third group, the control group, received no intervention or training. The dependent variables, as related by the authors, included (a) levels of depression, (b) self-reported personal competencies, (c) grades, (d) placement on academic probation, and (e) retention. The authors reported that lowered levels of depression and higher rates of personal competency were found among all three groups. However, the academic and social groups showed no superiority over the control group on the self-reported measures. The two experimental groups were significantly different from the control group in that they had higher grades, lower rates of placement on academic probation, and a higher rate of college persistence. ***Related topic heading(s): Academic Support***

Fielstein, L. L., & Bash, L. K. (1998). Remedial students' perceptions: Pre-college decision making, satisfaction with the freshman experience, and self-perceptions of academic abilities. *Journal of The First-Year Experience and Students in Transition, 10*(2), 99–110.

The authors describe a survey administered to 196 first-year students in eight different English or math courses. The survey was designed to identify noncognitive variables that influenced pre-college decision making, satisfaction with the first-year experience, and academic confidence among remedial and nonremedial first-year students. The number of remedial courses in which first-year students were enrolled (zero, one, two, or three) operationalized remedial student status. Analysis of the survey responses revealed that remedial students were older, decided to go to college later, expressed more satisfaction with academic advising, and were less likely to accept the American College Testing (ACT) examination score as a valid measure of their academic abilities than their nonremedial counterparts. In addition, there was a nonsignificant trend for nonremedial students to involve their parents more in their decision to attend college while remedial students tended to decide to attend college without any parental support. According to the authors, these findings suggest that making a decision to attend college at an early age is linked to parental support. ***Related topic heading(s): Parental and Family Influence and Issues, Student Sub-Populations***

Guinagh, B. (1992). Homesickness in the freshman year. *Journal of The Freshman Year Experience, 4*(1), 111–120.

Guinagh reports on a study conducted at the University of Florida that measured the extent of homesickness among first-year students. A sample of 304 students (113 males and 191 females) was utilized, with 68.8% reporting homesickness. Of the total population, 75.4% of females were homesick, and 57.5% of males were homesick. The homesickness lasted for more than a week for two thirds of the students surveyed and for more than eight weeks for 18.2% of the participants. The author also analyzed the components of homesickness and suggested two ways of helping college students overcome homesickness. ***Related topic heading(s): Health Topics and Issues***

Hargrove, B. K., & Sedlacek, W. E. (1997). Counseling interests among entering Black freshmen over a ten-year period. *Journal of The Freshman Year Experience and Students in Transition, 9*(2), 83–98.

The counseling interests of African-American first-year students at the University of Maryland, as measured by the University New Student Census (UNSC), were examined for the 1984 and 1994 survey respondents — 1984 n=90, 1994 n=265. African-American first-year students responded to two UNSC items that measured their interest in seeking assistance for their education/vocational (EV) and emotional/social (ES) concerns. The results revealed that EV counseling was preferred over ES counseling, and that interest in seeking EV counseling was consistently higher than interest in seeking ES counseling. In addition, males and females were shown to have similar counseling interests. The authors stress that student affairs professionals should market services that meet the needs and interests of their African-American students. ***Related topic heading(s): Academic Advising and Student Counseling, Student Sub-Populations***

King, J. (1995). Learning styles and absenteeism: Is there a connection? *Journal of The Freshman Year Experience and Students in Transition, 7*(1), 67–82.

King examined the relationships among visual, auditory, kinesthetic, and reading/writing *learning styles and class attendance among a population of 74 (52 male, 22 female) first-quarter students. The students were enrolled in various majors at a proprietary, two-year postsecondary institution. No significant relationship was found to exist between sensory modality-based learning styles and absenteeism. However, a relationship between learning style and absenteeism was found to exist for students who favored kinesthetic methods of learning.* ***Related topic heading(s): Academic Support***

Kohatsu, E. L., & Sedlacek, W. E. (1990). Freshman attitudes and behavior toward drugs: A comparison by year and gender. *Journal of The Freshman Year Experience, 2*(1), 17–34.

An anonymous questionnaire concerning attitudes and behavior toward drugs was administered to a random sample of incoming first-year college students. Three hundred sixty four matriculating first-year students (49% male, 51% female) completed the survey in 1978, and 499 matriculating first-year students (56 % male, 44% female) completed it in 1988. The results indicated a similar pattern in drug use as displayed across the nation. There was a significant decline in incidence rates of nine substances over the decade, as well as a larger proportion of students who indicated that they never used certain substances. Gender differences have decreased; only beer and cigarettes in 1978 and beer in 1988 were dissimilar by gender in incidence rate. The results also revealed significant differences by gender in 1988 concerning reasons for not using drugs. However, there was no significant variation in reasons for doing drugs. First-year students in 1988 also appeared more prudent and conservative regarding both use and legalization of certain drugs. The authors present other results and discuss their implications for student affairs programming. ***Related topic heading(s): Health Topics and Issues***

Komives, S. R. (1993). Back to the future: Class of 1996. *NASPA Journal, 31*(1), 64–71.

Komives presents a generational view of first-year college students and asserts that each group of new students is no better or worse than the previous one, only different. The article examines the class of 1996 and provides a year-by-year life history of the first-year students who were born in 1974.

Magolda, P. (1997). New student disorientation: Becoming a member of an academic community. *Journal of The Freshman Year Experience and Students in Transition, 9*(1), 43–104.

Using participant observation coupled with in-depth unstructured interviews and document review, Magolda's ethnographic study examines the beliefs and practices of residential college members and the ways in which these beliefs and practices contribute to the development of community within the residential college. Through participation in the Residential College's Welcome Week activities, the author is able to share stories about the new students' first day on campus, their experiences during residence hall meetings, their convocation experiences, informal discussions on gender issues, students' thoughts on the interdisciplinary curriculum, and their reaction to the first day of classes. Using these experiences as a model, Magolda examines student disorientation, intentional disorientation, the creation of a common purpose, and making connections. ***Related topic heading(s): Learning Communities, Residence Life***

Miville, M. L., Molla, B., & Sedlacek, W. E. (1992). Attitudes of tolerance for diversity among college students. *Journal of The Freshman Year Experience, 4*(1), 95–110.

The authors examined student attitudes of tolerance toward people from diverse backgrounds. The Cultural Orientation and Awareness Test — a 60-item survey for assessing demographic and attitudinal information—was administered to 132 entering first-year students attending the 1990 summer orientation program at the University of Maryland, College Park. Responses indicate a fairly high degree of tolerance by these students toward people from dissimilar backgrounds, although that tolerance was mitigated by a certain level of ambivalence. Recommendations are made for launching university programs that encourage increased contact among diverse students. These programs will help students to overcome any barriers of intolerance, and in turn, they will aid universities in their quest to build true communities of diversity based on the experiences and achievements of all their members.

Miville, M. L., & Sedlacek, W. E. (1992). Pessimism in the academy: Social climate changes on a university campus over a fifteen-year period. *Journal of The Freshman Year Experience,* 4(2), 31-40

Miville and Sedlacek assessed campus social climate—attitudes about diversity, social issues, and different cultures—during summer orientation at a large, public, Eastern university. Four-hundred and seventy-eight first-year students were assessed in 1975, and 202 students were assessed in 1990. Both groups were given the identical questionnaire. The exercise revealed that students in 1990 perceived many of the survey items more negatively than their 1975 counterparts. The 1990 students tended to perceive both racists and liberals more negatively than students in 1975. The authors discuss this trend toward political conservatism and its impact on first-year student adjustment and development.

Miville, M. L., & Sedlacek, W. E. (1994). Attitudes of freshmen toward Arab-Americans: A university campus dilemma. *Journal of The Freshman Year Experience, 6*(2), 77–88.

One hundred ninety-seven students (52% female) were administered one of two forms of the Situational Attitude Scale (SAS)-Arab during a summer orientation program. The survey results indicate that students have become more tolerant in their view of Arabs since the 1992 study conducted by Sergent, Woods, & Sedlacek. Possible explanations for the attitudinal change and implications of the study for student affairs are discussed. ***Related topic heading(s): Student Sub-Populations***

Moody, R. (1993). Motivation, learning strategies, and personality. *Journal of The Freshman Year Experience, 5*(1), 37–75.

Moody administered the Motivational Strategies for Learning Questionnaire *(MSLQ) and the* Myers-Briggs Type Indicator *(MBTI) to 546 first-year students at the University of Hawaii. The MSLQ was administered to assess the students' approaches to learning, and the MBTI was used to determine the students' learning styles. Analysis of the data as reported by the author suggests that the MSLQ is a valuable instrument for identifying student strengths and weaknesses. It also indicated, however, that innate predispositions strongly affect which strategies students will choose to employ. The author stresses that both learning styles and learning strategies should be taken into account when providing* *assistance to students. Moody also outlines some approaches to teaching that are intended to strengthen learning strategies and motivation.* ***Related topic heading(s): Academic Support***

Noledon, D. F., & Sedlacek, W. E. (1996). Race differences in attitudes, skills, and behaviors among academically talented students. *Journal of The Freshman Year Experience and Students in Transition, 8*(2), 43–56.

Noledon and Sedlacek surveyed 325 incoming honors students at a large Eastern university. The survey was administered during an orientation program and contained demographic, behavioral, and attitudinal questions. Survey response analysis revealed that Asian honors students differed from their Caucasion and African-American counterparts on their answers to behavioral and attitudinal questions. The authors assert that there may be some value in developing different approaches and initiatives for attracting and retaining honors students based on the students' racial and ethnic backgrounds. ***Related topic heading(s): Student Sub-Populations***

Pascarella, E. T., Bohr, L., Nora, A., Desler, M., & Zusman, B. (1994). Impacts of on-campus and off-campus work on first-year cognitive outcomes. *Journal of College Student Development, 35*(5), 364–370.

The authors conducted a study at an urban, Research I university with an enrollment of approximately 25,000 students (16,500 undergraduates). The researchers asked: (a) Does working on or off campus impact learning in reading, math, and/or critical thinking? and (b) What is the relationship between the number of hours worked on or off campus and these learning areas? Analysis of the results indicated that there were no statistically significant differences in Spring 1992 reading comprehension, critical thinking, or mathematics scores among those who worked on campus, worked off campus, or did not work at all during their first year of college. However, as work time increased past 10 hours per week, on-campus workers showed less reading comprehension ability than the other two groups. In addition, hours of off-campus work had a statistically significant negative linear relationship with study time. ***Related topic heading(s): Financial Issues***

Quilter, S. M. (1995). Academic self-concept and the first-year college student: A snapshot. *Journal of The Freshman Year Experience and Students in Transition, 7*(1), 39–52.

Quilter examined the predictive validity of the Dimensions of Self Concept (DOSC) Form H, an academic self-concept instrument, in order to determine whether initial identification as "at-risk" for failure was related to lower levels of vocational association. Forty-two first-year students were sampled from two ability groups — average ability and at-risk. At-risk was defined as students who presented low standardized test scores and/or poor high school achievement records at the time of college admission. The five DOSC subscale scores, high school grade point average, ACT composite scores, and average weekly study hours were all used in a multiple regression equation. Only two variables entered the final regression equation: high school grade point average and average weekly study hours. This equation accounted for 34% of the variance in first semester of college grade point average. Consequently, the five DOSC subscale scores were not helpful in predicting the first-semester level of achievement for the group of students examined in the study. Quilter's hypothesis that average ability students would identify higher aspirations than their at-risk counterparts was not confirmed. ***Related topic heading(s): Academic Support***

Regan, A. M., & Sedlacek, W. E. (1989). Changes in social commitment of university freshmen over a decade by race and gender. *Journal of The Freshman Year Experience, 1*(2), 7–18.

Regan and Sedlacek compare the commitment to social change of first-year students in 1978 to that of first-year students in 1988. The responses of 541 incoming first-year students attending the 1988 orientation program at the University of Maryland, College Park, were compared to those of 1,091 first-year students who attended the program in 1978. Responses were obtained via the completion of the university New Student Census. Comparison of these responses revealed that attitudes toward the recruitment of African-American students and the utilization of the university's influence to improve social conditions were more favorable in 1988 than in 1978. African-American students in both samples displayed a more positive attitude about these actions than did their Caucasian counterparts. The results of the survey are discussed by the authors in terms of their implications for campus relations, retention, and future trends. ***Related topic heading(s): Student Sub-Populations***

Roberts, T. W. (1995). Differentiation from the family of origin and adjustment to college in young adults. *Journal of The Freshman Year Experience and Students in Transition, 7*(1), 53–66.

This article addresses the relationship between a student's perceptions of the psychological health of their family and the student's adjustment to college. Adjustment to college included four dimensions — academic, social, emotional, and general. A significant relationship was found between social adjustment to college and the student's perceptions of health of the family of origin. Based on his findings, the author suggests that students having difficulties with the social adjustment to college might be better served by family counseling than by individual counseling. ***Related topic heading(s): Health Topics and Issues; Parental and Family Influence and Issues; Student Behavior, Characteristics, and Development***

Sanford, N. (1979). Freshman personality: A stage in human development. In N. Sanford & J. Axelrod (Eds.), *College and character* (pp. 107-111). Berkeley, CA: Montaigne.

This short, concise chapter offers excellent insight regarding human development and first-year student personality. It is also full of pertinent information about the period between adolescence and early adulthood. ***Related topic heading(s): The First Year***

Tracey, J., & Corlett, J. (1995). The transition experiences of first-year university track and field student athletes. *Journal of The Freshman Year Experience and Students in Transition, 7*(2), 82–102.

Tracey and Corlett summarize the results of a longitudinal, qualitative study that examined the transition-to-college experiences of 16 first-year track athletes at a Canadian university. Students reported several challenges during their college transition process including feeling overwhelmed during the fall semester by the volume of physical and mental work, initial isolation and loneliness, and balancing the freedom and responsibilities associated with greater independence. The participants identified both peer support from teammates and time management skills as two strategies that helped them cope with the challenges associated with their transition to college. ***Related topic heading(s): Student Sub-Populations***

Whiteley, J. M. (1990). The renewal of opportunity for enhancing character development during the college years. *Journal of The Freshman Year Experience,* 2(2), 75–87.

Advances in theory and practice over the past three decades have made it feasible to measure moral reasoning empirically and offer educational programs that enhance moral comprehension. Whiteley briefly examines the milestones of accomplishment that have led to these advances. He also outlines a longitudinal research study and curriculum development effort aimed at late adolescents and young adults, and he exposes the next frontier in research: the relationship of moral reasoning to moral action. ***Related topic heading(s): Curriculum and Teaching***

Whiteley, J. M. (1991). Reflections of a former freshman. *Journal of The Freshman Year Experience,* 3(1), 85–92.

Whiteley reflects on his moral development during college in the late 1950s and asserts that the formal curriculum of his first year did not explicitly address the subject matter of moral choice. The presentation of this material was left to the hidden curriculum of the collegiate peer culture. According to Whiteley, this lack of a distinct moral education was due to a general deficiency in the body of theoretical literature on moral reasoning. The past three decades of research, however, have yielded "a cumulative legacy of opportunity" for creating educational experiences that raise the level of moral reasoning. The author calls on institutions of higher learning to use this information when producing our society's next generation of leaders. ***Related topic heading(s): The First Year***

Whiteley, J. M., & Yokota, N. (1988). *Character development in the freshman year and over four years of undergraduate study.* (Monograph No. 1). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience.

This monograph reviews the impact of the first and subsequent years of college on a central dimension of personal development: the formation of character and its progression from late adolescence to early adulthood. The majority of the empirical data used in the report came from analysis of the Sierra Project—a curriculum intervention and longitudinal research study which originated at the University of California, Irvine in the early 1970s. Results of the project and their implications for the freshman year and undergraduate education are discussed.

Mosher, R. L., Connor, D., Kalliel, K. M., Day, J. M., Yokota, N., Porter, M. R., & Whiteley, J. M. (1998). *Moral action in young adulthood.* Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

This book, addressing moral action in young adulthood, is an extension of the Sierra Project, which began at the University of California, Irvine in the middle 1970s. The original Sierra Project was both a curricular development initiative for college freshmen and a longitudinal study of growth and development of character over four years of undergraduate study. In this follow-up, the researchers have returned to the original Sierra students to measure their continuing growth in moral reasoning and to understand the nature and meaning of moral action in response to the moral dilemmas inherent in everyday life.

Student Sub-Populations

Faculty members and administrators concerned with enhancing students' multicultural perspectives are challenged to develop greater levels of understanding and appreciation of the differences and similarities between various cultures and subcultures. The articles in this section can be used by educators to better understand diversity-related issues.

African-American Students

Gold, M., Deming, M. P., & Stone, K. (1992). The bridge: A summer enrichment program to retain African-American collegians. *Journal of The Freshman Year Experience, 4*(2), 101–117.

This article describes a four-week summer bridge program at Georgia State University. The program is targeted at African-American students who will be entering the institution in the fall. The goal of the program is to prepare the students for college-level course work, thereby increasing their rate of retention. Georgia State's bridge program offers classes in mathematics, reading, English composition, study skills, and word processing. It also provides free tutoring, academic and career counseling, faculty mentoring, and other services. Evaluations reveal that the program has successfully met its goals. Students highly recommend the program, and retention data confirm that students who enrolled in the bridge program were retained at a rate higher than the institutional average. ***Related topic heading(s): Academic Support, Summer Bridge Programs***

Hargrove, B. K., & Sedlacek, W. E. (1997). Counseling interests among entering Black freshmen over a ten-year period. *Journal of The Freshman Year Experience and Students in Transition, 9*(2), 83–98.

The counseling interests of first-year African-American students at the University of Maryland, as measured by the University New Student Census (UNSC), were examined for the 1984 and 1994 survey respondents—1984 n = 90, 1994 n = 265. first-year African-American students responded to two UNSC items that measured their interest in seeking assistance for their education/vocational (EV) and emotional/social (ES) concerns. The results revealed that EV counseling was preferred over ES counseling, and that interest in seeking EV counseling was consistently higher than interest in seeking ES counseling. In addition, males and females were shown to have similar counseling interests. The authors stress that student affairs professionals should market services that meet the needs and interests of their African-American students. ***Related topic heading(s): Academic Advising and Student Counseling; Student Behavior, Characteristics, and Development***

Kim, S. H., & Sedlacek, W. E. (1996). Gender differences among incoming African-American freshmen on academic and social expectations. *Journal of The Freshman Year Experience, 8*(1), 25–37.

During a summer orientation program, 212 incoming first-year African-American students (42% male, 58% female) at a large public Eastern university were administered the

University New Student Census which assessed their expectations related to college academic and social issues. Gender differences were found on items including why students attended college, expectations about the difficulty of college-level coursework and about declaring a major, and the interest in involvement in extracurricular activities and campus organizations. Many of the areas where differences were found correspond to noncognitive factors. According to the authors, by examining these specific noncognitive factors one can predict success of nontraditional students. The authors assert that this may help to explain the gender differences in the level of retention of these students.

McAdams, C. R., III., & Foster, W. A. (1998). Promoting the development of high-risk college students through a deliberate psychological-based freshman orientation course. *Journal of The Freshman Year Experience and Students in Transition, 10*(1), 51–72.

The authors describe the outcomes of a Deliberate Psychological Education-based (DPE) extended orientation seminar for high-risk, first-year, African-American students. DPE refers to an educational format which furnishes experiences that make students aware of the limits of or contradictions in their way of constructing the world. It includes active problem solving, role-playing experiences, and interactive exchanges with peers—all of which speed up psychological development with gains that are maintained and cumulative. The authors compared the outcomes of students in two sections that used a DPE instructional model to those of students in two sections that used standard, lecture-style methods. Results of this comparison showed that students in the DPE-based course sections had significantly higher increases in study skills and measures of cognitive development than the students in the control group. The experimental group also expressed greater levels of course satisfaction than their non-DPE counterparts. ***Related topic heading(s): First-Year Seminars***

Parker, H. H., & Crist, M. L. (1995). *Teaching minorities to play the corporate language game* (Occasional Paper). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

Parker and Crist argue the need for African-American students to learn corporate English prior to entering the work force. They see standard English simply as a tool to increase one's chances for success in the classroom, in a job interview, and on the job. Through linguistics, they show how neighborhood English (sometimes referred to as Black English) relates to African languages, and they provide techniques for teaching corporate English to students who use neighborhood English exclusively. ***Related topic heading(s): Curriculum and Teaching***

Regan, A. M., & Sedlacek, W. E. (1989). Changes in social commitment of university freshmen over a decade by race and gender. *Journal of The Freshman Year Experience, 1*(2), 7–18.

Regan and Sedlacek compare the commitment to social change of first-year students in 1978 to that of first-year students in 1988. The responses of 541 incoming first-year attending the 1988 orientation program at the University of Maryland, College Park, were compared to those of 1,091 first-year students who attended the program in 1978. Responses were obtained via the completion of The University New Student Census. Comparison of these responses revealed that attitudes toward the recruitment of African-American students and the utilization of the university's influence to improve social conditions were more favorable in 1988 than in 1978. African-American students in *both samples displayed a more positive attitude about these actions than did their Caucasian counterparts. The results of the survey are discussed by the authors in terms of their implications for campus relations, retention, and future trends.* ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Schwitzer, A. M., & Thomas, C. (1998). Implementation, utilization, and outcomes of a minority freshman peer mentor program at a predominantly White university. *Journal of The Freshman Year Experience and Students in Transition, 10*(1), 31–50.

This article describes the results and benefits of a peer mentor program for African-American students at a predominantly White institution. The authors reveal that the mentored students were likely to raise typical first-year adjustment concerns in the presence of their mentors, which contrasts with difficulties reported in the literature addressing the lack of help-seeking among high-risk first-year students. Interaction with mentors also resulted in high rates of mentee-reported problem resolution. In addition, mentored students had higher two-year retention rates when compared to a matched group of non-mentored African-American students. However, there was no meaningful difference in grade point average between the two groups. Questions about students who self-select services, study limitations, and program implications also are discussed. ***Related topic heading(s): Academic Support, Peer Influence, Interaction, and Training***

Arab-American Students

Miville, M. L., & Sedlacek, W. (1994). Attitudes of freshmen toward Arab-Americans: A university campus dilemma. *Journal of The Freshman Year Experience,* 6(2), 77–88.

One hundred ninety-seven students (52% female) were administered one of two forms of the Situational Attitude Scale (SAS)-Arab during a summer orientation program. The survey results indicate that students have become more tolerant in their view of Arabs since the 1992 study conducted by Sergent, Woods, & Sedlacek. Possible explanations for the attitudinal change and implications of the study for student affairs are discussed. ***Related topic heading(s): Student Behavior, Characteristics, and Development.***

At-Risk Students

Buck, C. (1985). *Summer bridge: A residential learning experience for high-risk freshmen at the University California, San Diego.* Paper presented at the Fourth Annual National Conference on The Freshman Year Experience, Columbia, SC. (ERIC Document Reproduction Services No. ED 264 462)

This paper reports on the history of and the outcomes produced by the Summer Bridge program at the University of California, San Diego (UCSD). Summer Bridge at UCSD is a four-week, residential program designed to assist specific incoming first-year student subpopulations with the academic and social transitions from high school to college. Students from low-income families, educationally or culturally disadvantaged backgrounds, or from five minority ethnic groups that have a history of poor academic performance and retention at UCSD, are invited to be a part of the program. Summer Bridge participants have significantly higher retention and graduation rates when compared to a control group of similar students who did not participate in the program. In addition to a general conceptual overview and information on retention and graduation rates of the program participants, *this paper provides a summary of the peer staff and management structures used in running UCSD's Summer Bridge.* ***Related topic heading(s): Summer Bridge Programs***

Fielstein, L. L., & Bash, L. K. (1998). Remedial students' perceptions: Pre-college decision making, satisfaction with the freshman experience, and self-perceptions of academic abilities. *Journal of The First-Year Experience and Students in Transition, 10*(2), 99–110.

The authors describe a survey administered to 196 first-year students in eight different English or math courses. The survey was designed to identify noncognitive variables that influenced pre-college decision making, satisfaction with the first-year experience, and academic confidence among remedial and nonremedial first-year students. The number of remedial courses in which first-year students were enrolled (zero, one, two, or three) operationalized remedial student status. Analysis of the survey responses revealed that remedial students were older, decided to go to college later, expressed being more satisfied with academic advising, and were less likely to accept the American College Testing (ACT) examination score as a valid measure of their academic abilities than their nonremedial counterparts. In addition, there was a nonsignificant trend for nonremedial students to involve their parents more in their decision to attend college while remedial students tended to decide to attend college without any parental support. According to the authors, these findings suggest that making a decision to attend college at an early age is linked to parental support. ***Related topic heading(s): Parental and Family Influence and Issues, Student Behavior, Characteristics, and Development***

Garcia, P. (1991). Summer bridge: Improving retention rates for underprepared students. *Journal of The Freshman Year Experience, 3*(2), 91–105.

Garcia examines the direct relationship between participation in a pre-enrollment summer program and retention for students who traditionally demonstrate a lower than average graduation rate in the California State University system. The author presents information indicating that enrollment in a comprehensive summer program that focuses on enhancing basic skills and familiarizing new students with the university environment leads to significant gains in first- and second-year retention rates of at-risk students. ***Related topic heading(s): Academic Support, Retention and Success of First-Year Students, Summer Bridge Programs***

McAdams, C. R., III., & Foster, W. A. (1998). Promoting the development of high-risk college students through a deliberate psychological-based freshman orientation course. *Journal of The Freshman Year Experience and Students in Transition, 10*(1), 51–72.

For annotation, see subsection African-American Students.

Christian Students

Boivin, M. J., Beuthin, T. M., & Hauger, G. (1993). Why Christian students leave Christian colleges: Evaluating the dynamics of adjustment in a Christian community. *Journal of The Freshman Year Experience, 5*(1), 93–125.

Two separate studies were conducted at Spring Arbor College, a small, Methodist church-affiliated, liberal-arts college in Michigan. The major findings and conclusions between the studies were compared. In both studies, the entire first-year class (N = 157) was *evaluated on a wide range of academic, social, attitudinal, religious, and personality indicators in an attempt to find factors that influence persistence. The findings were consistent with Tinto's (1975) model of college attrition. The study showed that the level of high school academic achievement and the initial commitment to the institution were the best objective indicators of persistence, regardless of the level or depth of Christian commitment. In addition, a subsequent telephone interview with students who had left the institution (n = 75) revealed four major complex reasons for their leaving. These reasons—a sense of isolation, social dissonance, boredom, and a low perceived cost / benefit ratio for the educational experience—were consistent with the major factors identified by Noel (1975).* ***Related topic heading(s): Retention and Succes of First-Year Students***

Commuter Students

Bonifacio, P., Sinatra, P., & Welch, K. (1991). Identifying personal problems of urban, commuter college freshmen. *Journal of The Freshman Year Experience, 3*(2), 49–59.

This study examines self-reported problems of nontraditional entering first-year students in an open admissions, urban, public college in order to ascertain if those problems impact upon academic success or failure. One hundred sixty-seven (90 males and 77 females) randomly selected entering first-year students were surveyed. The students responded to the Personal Problem Checklist for Adults. This checklist, a 208-item tool, is comprised of 13 subscale scores: social, appearance, vocation, family, school, financial, religion, emotion, sex, legal, health, attitude, and crisis. Findings are reported, and their implications are discussed.

Students with Disabilities

Scheetz, N. A. (1993). Closing the gap: Fostering a smooth transition toward independent living for the hearing impaired student entering the postsecondary setting. *Rural Special Education Quarterly, 12*(3), 36–41.

The author discusses the social development and communication deficits frequently found among students with hearing impairments. Scheetz proposes a model of life-skills training for first-year college students with hearing impairments. This plan includes access and use of student support services, mastery of daily living skills, and enhancement of self-concept and social skills. In addition, the author describes some specific transitional strategies for students with hearing impairments.

Walling, L. L. (1996). *Hidden abilities in higher education: New college students with disabilities* (Monograph No. 21). Columbia, SC: University of South Carolina, National Resource Center for The Freshman Year Experience and Students in Transition.

This monograph provides the views of many experts who work with students who have a variety of learning and physical disabilities. Topics include the following: student characteristics, institutional models, alternative testing arrangements, technology resources, accessible academic libraries, and legal perspectives. Appendices list a variety of organizations and resources. ***Related topic heading(s): Academic Support***

First-Generation College Students

Gardner, J. N. (1996, November/December). Helping America's first-generation college students: A bottom-line list of what institutions of higher-learning must do. *About Campus*, 31–32.

Based on his experiences as a professor and as Executive Director of the National Resource Center for The Freshman Year Experience and Students in Transition, the author provides brief descriptions of programs and services that he feels colleges and universities should implement if they want to enhance the learning and success of first-generation college students. While admitting that his list is not exhaustive, the author asserts that campuses that intentionally pursue these and other initiatives will successfully be able to serve the growing first-generation student population.

Ruhl, R. J. (1994). The academic preparation, aspirations and first-year performance of first-generation students. *College and University, LXX*(2), 14–19.

The author reports on a study comparing the college performances of first-generation college students to other first-year students at Indiana State University. A survey of 2,190 students provided mean scores for several measurements—SAT scores, class rank, etc. First-generation students had lower SAT scores and high school grade point averages; however no difference was found in class rank. Predicted first-semester grade point averages, actual first-semester grade point averages, and degree aspirations were lower for first-generation students. In addition, first-generation students were also more likely to dropout during the first semester and less likely to return for a second year.

Gender

Blackhurst, A. E. (1995). The relationship between gender and student outcomes in a freshman orientation course. *Journal of The Freshman Year Experience and Students in Transition, 7*(2), 63–80.

This article examines gender differences on first-year student development of purpose, mature relationships and academic autonomy. The author also focuses on the influence of gender on mentoring relationships between first-year students and their respective first-year seminar instructors. Results show a statistically significant difference between male and female patterns of psychosocial development during the freshman year. In addition, results also revealed that the effects of gender on the mentoring relationship may influence student psychosocial development. ***Related topic heading(s): First-Year Seminars; Student Behavior, Characteristics, and Development***

Erkut, S., & Mokros, J. R. (1984). Professors as models and mentors for college students. *American Educational Research Journal, 21*(2), 399–417.

Sophomores and seniors in five coeducational and one women's liberal arts college were surveyed to provide some insight into the gender-related patterns in the modeling-mentoring relationships between college students and their professors. Findings showed that female students neither gravitated toward nor avoided female role models, while men, on the other hand, avoided female role models. Women, especially those choosing female role models, looked for mentors who could provide information on how to combine family and professional aspirations. Male and female responses showed more similarities than differences. Gender differences in the impact of a mentor for women related to the type of college the women attended. Women at single-sex colleges with male mentors were found to be more successful academically, felt more successful relative to their peers— both male and female—

and planned to attend graduate or professional school at rates higher than any other group. ***Related topic heading(s): Faculty***

Hill, M. D., & Sedlacek, W. E. (1995). Freshman counseling interests. *Journal of The Freshman Year Experience and Students in Transition, 7*(1), 27–38.

During a summer orientation program, entering freshmen (N = 2,574) at a large Eastern university were administered the University New Student Census (UNSC) questionnaire. This survey assessed interests and attitudes on a variety of topics including counseling. Hill and Sedlacek found that: a) males and females expressed different counseling needs; b) females were more interested in counseling for educational, vocational and social/emotional concerns than males; and c) males were interested in improving their learning skills and in counseling for alcohol-related problems. ***Related topic heading(s): Academic Advising and Student Counseling, Health Topics and Issues***

Kim, S. H., & Sedlacek, W. E. (1996). Gender differences among incoming African-American freshmen on academic and social expectations. *Journal of The Freshman Year Experience, 8*(1), 25–37.

For annotation, see subsection African-American Students

Nelson, E. S., & Dixon, C. (1997). Gender differences in enrollment in high prestige academic majors. *Journal of The Freshman Year Experience and Students in Transition, 9*(2), 99–114.

The authors examined the percentages of first-year and senior-level men and women enrolled in high prestige majors at James Madison University. The prestige of a major was determined by consolidating the university's 47 majors into 30 clearly defined classifications. A stratified random sample of students (N = 219) rated the majors on a scale of 1 to 30 based on their perception of each major classification's prestige. The hypothesis that there would be more male students enrolled in the top 10 high prestige majors was proven to be true for first-year students. However, male seniors did not have a higher percentage of enrollment in the top 10 high prestige majors when compared to their female senior counterparts.

Rosser, S. (1989). Creating a learning environment that is conducive to learning for the majority. *Journal of The Freshman Year Experience, 1*(1), 53–63.

Rosser presents findings on making the college classroom conducive to learning for women. Women have become the new majority among college first-year students. As a result, all faculty, especially those who instruct first-year seminars and other introductory courses, will need to be aware of the research on learning for women and how this research has an impact on classroom interactions and curriculum. ***Related topic heading(s): The First Year, Curriculum and Teaching***

Volp, P. M., Hall, T. L., & Frazier, C. L. (1998). Using telephone calls as examples of care to promote student success and retention. *Journal of The Freshman Year Experience and Students in Transition, 10*(1), 73–88.

The authors describe a telephone-based intervention conducted by members of one institution's faculty and student affairs staff in an attempt to enhance the retention of first-year students who were identified as academically at-risk. During the sixth week of the first semester, phone calls were placed to 201 first-year students with ACT scores less than 20. When compared to *a control group with similar characteristics, the experimental group showed significantly higher grade point averages and levels of credits earned. The experimental group also had a significantly higher rate of fall-to-spring retention than the control group. Male students phoned by men yielded the best grade outcomes, while female students called by women had the highest rate of retention.* ***Related topic heading(s): Academic Support, Technology***

Wilkie, C. (1990). Review of *Women's ways of knowing: The development of self, voice, and mind. Journal of The Freshman Year Experience, 2*(2), 101–106.

The author presents a critical analysis of this important work in the area of women's cognitive development. Wilkie asserts that educators who apply the findings reported in Women's Ways of Knowing *will be better able to comprehend why many students are unwilling to engage themselves to a greater extent in the academic environment and to increase educational experiences inside and outside the classroom to promote learning for both female and male first-year students.*

Wilkie, C., & Thompson, C. A. (1993). First-year reentry women's perceptions of their classroom experiences. *Journal of The Freshman Year Experience, 5*(2), 69–90.

The authors conducted a two-part (questionnaire followed by interviews) study of first-year reentry women to determine the perceptions that they have of their academic experiences in the college classroom. Responses to the questionnaire indicated that first-year reentry women have more negative and hesitant feelings about their classroom experiences than do other first-year students. Many of the reentry women expressed feelings of intimidation, alienation, inferiority, inadequacy, stupidity, and self-consciousness. The follow-up interviews, though based on a smaller, nonrandom sample, suggested that some of the feelings may be based on fear of new experiences and fear of competing with younger students. The authors use this information to conclude that it is critical to provide the reentry women with experiences that are consistent with, and capitalize on, their status and experiences as women, and that are sensitive to the high degree of fear that the women are experiencing as a result of the reentry process.

Honor Students

Noledon, D. F., & Sedlacek, W. E. (1996). Race differences in attitudes, skills, and behaviors among academically talented students. *Journal of The Freshman Year Experience and Students in Transition, 8*(2), 43–56.

Noledon and Sedlacek surveyed 325 incoming honors students at a large Eastern university. The survey was administered during an orientation program and contained demographic, behavioral, and attitudinal questions. Survey response analysis revealed that Asian honors students differed from their Caucasian and African-American counterparts on their answers to behavioral and attitudinal questions. The authors assert that there may be some value in developing different approaches and initiatives for attracting and retaining honors students based on the students' racial and ethnic backgrounds. ***Related topic heading(s): Student Behavior, Characteristics, & Development***

Native-American Students

Benjamin, D. P. (1993). A focus on American Indian college persistence. *Journal of American Indian College Persistence, 32*(2), 24–40.

This study followed 166 Native-American first-year college students for six years. Only

16% of the students studied graduated during the period. The analysis also revealed that the typical college entrance criteria did not accurately predict the group's probability of persistence. Interviews conducted with 11 Navajo students investigated going-home behavior, early educational intentions, and acculturation. The interviews also suggested distinct cultural characteristics of Native-American college persisters. ***Related topic heading(s): Retention and Success of First-Year Students***

Decker, D., & Granzow, J. R. (1978). Dine idahool aah. Native American summer bridge program. Prescott, Arizona: Yavapai College. (ERIC Document Reproduction Services No. ED 162 775)

This report describes the components of and experiences associated with a summer bridge program conducted in 1978 at Yavapai College in Prescott, Arizona. According to the authors, Yavapai College enrolled a large number of Native-American students, over 50% of whom left the institution after only one semester of study. To help these students improve the level of college success and persistence, the college offered a bridge program that included academic, social, and career exploration experiences. Other programming and support aspects included in the bridge were ESL course, strategies for Native Americans living in an Anglo society, and experiences that highlighted the benefits of college education to the individual and the tribe. ***Related topic heading(s): Summer Bridge Programs***

Student Athletes

Denson, E. L. (1994). Developing a freshman seminar for student-athletes. *Journal of College Student Development, 35*(4), 303–04.

Denson describes a two-credit, semester-long first-year seminar taught within the College of Physical Education, Athletics, & Recreation at the University of Delaware. The content in these sections is geared toward the needs of student athletes, but non student-athletes are permitted to enroll in the course as well, in accordance with NCAA regulations. ***Related topic heading(s): First-Year Seminars***

Robinson, S. (1999). *Gaining the competitive edge: Enriching the collegiate experience of new student athletes* (Monograph No. 27). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

New student athletes contribute both time and talent to enriching their college or university environments. These students also present a number of challenges to faculty and academic advisors whose responsibility it is to help college athletes experience success, both on and off the playing field. This publication is comprised of chapters authored by scholars and practitioners who are dedicated to making the new student experience for athletes—irrespective of race, gender, or academic ability—one that sets the stage for academic success and ultimate graduation.

Terenzini, P. T., Pascarella, E. T., & Blimling, G. S. (1996). Students' out-of-class experiences and their influence on learning and cognitive development: A literature review. *Journal of College Student Development, 37*(2), 149–162,

The authors review literature that examines the effects of students' out-of-class experiences on academic, intellectual, and/or cognitive learning outcomes. Areas investigated *include residence life, fraternity or sorority membership, intercollegiate athletic participation, student employment, interaction with faculty, and peer interactions. Based on their review of the literature, the authors offer a number of conclusions about out-of-class experiences over which higher education professionals have some control through policy or programmatic intervention.*

Tracey, J., & Corlett, J. (1995). The transition experiences of first-year university track and field student athletes. *Journal of The Freshman Year Experience and Students in Transition, 7*(2), 82–102.

Tracey and Corlett summarize the results of a longitudinal, qualitative study that examined the transition to college experiences of 16 first-year track athletes at a Canadian university. Students reported several challenges during their college transition process including feeling overwhelmed during the fall semester by the volume of physical and mental work, initial isolation and loneliness, and balancing the freedom and responsibilities associated with greater independence. The participants identified both peer support from teammates and time management skills as two strategies that helped them cope with the challenges associated with their transition to college. ***Related topic heading(s): Student Behavior, Characteristics, and Development***

Underrepresented Students

Ackermann, S. P. (1991). The benefits of summer bridge programs for underrepresented and low-income students. *College and University, 66*(4), 201–208.

This article examines the effect of the University of California, Los Angeles' summer bridge program on the academic, social, and personal development of underrepresented and low-income first-year student participants. Using a close-ended mail questionnaire, the author surveyed bridge participants to determine the extent to which the goals of the program were met, and to ascertain the students' use of campus resources and services. On average, students felt the summer bridge prepared them to participate actively in the classroom, helped them to identify areas of personal strength and weakness, and fostered interaction with others. Students were generally satisfied with campus services, but expressed dissatisfaction with the Office of Financial Aid. Higher than average grade point averages, retention rates and self-reported levels of class attendance also indicate that the program can help low-income and underrepresented students succeed in college. ***Related topic heading(s): Summer Bridge Programs***

Guthrie, L. F., & Guthrie, G. P. (1988). *Minority retention and achievement: Evaluation of the California State University summer bridge and intensive learning experience programs.* Long Beach: California State University. (ERIC Document Reproduction Services No. ED 322 835)

This report evaluates California State University's (CSU) Summer Bridge and Intensive Learning Experience programs. The underlying objective of both programs is to increase the recruitment and retention of underrepresented populations in the CSU system. Summer Bridge is a three-to-six-week residential program for incoming students that provides instruction in English and math, academic advising, personal counseling, and orientation to university life. The Intensive Learning Experience (ILE) offers remediation in English and math through a full academic year of small class experiences and academic advising. This is a final report summarizing the findings from the first three years of the programs with focus on student *retention, performance, adjustment to university life, program coordination, and campus acceptance and support. Highlights of the findings include: (a) both programs enrolled high percentages of underrepresented minorities, special admits, and underprepared students; (b) two-year retention rates for non-special admit Summer Bridge students were higher than those for the general regularly admitted student population (67.8% vs. 65.5%); and (c) retention of the ILE students varied widely by campus program and ethnic group. In-depth program descriptions and campus-specific findings/outcomes are provided.* **Related topic heading(s): *Academic Support, Summer Bridge Programs***

Robert, E. R., & Thomson, G. (1994). Learning assistance and the success of underrepresented students at Berkeley. *Journal of Developmental Education, 17*(3), 4–14.

The article begins with an overview of the undergraduate population at the University of California at Berkeley, which the authors describe as diverse. The authors assert that this diversity comes from a combination of the changing demographics of the State of California and a strong institutional commitment to multiculturalism. The article continues by addressing some of the myths about and criticisms of affirmative action and minority students at Berkeley, and then discusses two of the institution's successful retention-enhancing programs—Summer Bridge and the Learning Center. Student participation, program structure, and outcomes are presented for both efforts. The authors conclude by discussing some common features of successful retention programs and future challenges that confront Berkeley's programs. **Related topic heading(s): *Summer Bridge Programs***

Summer Bridge Programs

Whether targeted at at-risk, low-income, under-represented or all students, summer bridge programs—academic-based transition programs offered the summer prior to the first fall semester of college—can enhance learning, enrich faculty and/or peer relationships, boost student satisfaction, and increase the retention rates of their participants. The sources found in this section describe the content of, and research associated with, this form of student learning and success programming.

Ackermann, S. P. (1991). The benefits of summer bridge programs for underrepresented and low-income students. *College and University, 66*(4), 201–208.

This article examines the effect of the University of California, Los Angeles' summer bridge program on the academic, social, and personal development of underrepresented and low-income first-year student participants. Using a close-ended mail questionnaire, the author surveyed bridge participants to determine the extent to which the goals of the program were met, and to ascertain the students' use of campus resources and services. On average, students felt the summer bridge prepared them to participate actively in the classroom, helped them to identify areas of personal strength and weakness, and fostered interaction with others. Students were generally satisfied with campus services, but expressed dissatisfaction with the Office of Financial Aid. Higher than average grade point averages, retention rates and self-reported levels of class attendance also indicate that the program can help low-income and underrepresented students succeed in college. ***Related topic heading(s): Student Sub-Populations***

Bengis, L. (1986). *College discovery prefreshman summer program 1985 evaluation report.* New York, NY: City University of New York, NY. Office of Student Affairs and Special Programs. (ERIC Document Reproduction Services No. ED 278 287)

The author evaluated CUNY's 1985 Prefreshman Summer Program for academically and economically challenged students and compared the results to previous program evaluations. The Prefreshman Summer Program, a voluntary, six-week initiative, provided intensive basic academic skills instruction, tutoring, financial aid and counseling to incoming CUNY students who failed to achieve proficiency on the system's Skills Assessment Test in reading, writing, and math. Ninety-two percent of the students involved in the summer program successfully completed it. Of the summer completers, 94% registered for the fall semester—a rate higher than that of a comparable group of program nonparticipants. Twenty-three percent of the summer program students who failed to pass the CUNY Skills Assessment pre-test at the start of the program, passed the post-test at the end of the summer. The summer program participants' math pre-test to post-test gains remained the most substantial across the time period examined, while the least dramatic gains were noted on the writing post-test.

Buck, C. (1985). *Summer bridge: A residential learning experience for high-risk freshmen at the University California, San Diego.* Paper presented at the Fourth

Annual National Conference on The Freshman Year Experience, Columbia, SC. (ERIC Document Reproduction Services No. ED 264 462)

This paper reports on the history of and the outcomes produced by the Summer Bridge program at the University of California, San Diego (UCSD). Summer Bridge at UCSD is a four-week, residential program designed to assist specific first-year subpopulations with the academic and social transitions from high school to college. Students from low-income families, educationally or culturally disadvantaged backgrounds, or from five minority ethnic groups that have a history of poor academic performance and retention at UCSD, are invited to be a part of the program. Summer Bridge participants have significantly higher retention and graduation rates when compared to a control group of similar students who did not participate in the program. In addition to a general conceptual overview and information on retention and graduation rates of the program participants, this paper provides a summary of the peer staff and management structures used in running UCSD's Summer Bridge. ***Related topic heading(s): Student Sub-Populations***

Decker, D., & Granzow, J. R. (1978). *Dine idahool aah. Native American summer bridge program.* Prescott, AZ: Yavapai College. (ERIC Document Reproduction Services No. ED 162 775)

This report describes the components of and experiences associated with a summer bridge program conducted in 1978 at Yavapai College in Prescott, Arizona. According to the authors, Yavapai College enrolled a large number of Native-American students, over 50% of whom left the institution after only one semester of study. To help these students improve the level of college success and persistence, the college offered a bridge program that included academic, social, and career exploration experiences. Other programming and support aspects included in the bridge were ESL course, strategies for Native Americans living in an Anglo society, and experiences that highlighted the benefits of college education to the individual and the tribe. ***Related topic heading(s): Student Sub-Populations***

Everson, H. T. (1987). *1986 Prefreshman summer program: An interim report.* New York: City University of New York. (ERIC Document Reproduction Services No. ED 311 768)

The results of an interim evaluation of the Prefreshman Summer Basic Skills Program at the City University of New York are presented in this report. Started in 1985 and modeled after the Search for Education, Elevation, and Knowledge program (SEEK—a summer bridge program for New York State residents offered by the City University of New York), this initiative combined intensive instruction in reading, writing, and math with a comprehensive orientation to college. Findings show that prefreshman basic skills instruction provided over the summer was effective; more than 90% of the 1,414 participants completed the program and subsequently enrolled in the fall; 46% of ESL students progressed in reading; 61% of ESL students progressed in writing; and students expressed beginning their first year with a sense of familiarity with their college and its services. Recommendations for the future also are included.

Garcia, P. (1991). Summer bridge: Improving retention rates for underprepared students. *Journal of The Freshman Year Experience, 3*(2), 91–105.

Garcia examines the direct relationship between participation in a pre-enrollment summer program and retention for students who traditionally demonstrate a lower than average *graduation rate in the California State University system. The author presents information indicating that enrollment in a comprehensive summer program that focuses on enhancing basic skills and familiarizing new students with the university environment leads to significant gains in first- and second-year retention rates of at-risk students.* ***Related topic heading(s): Academic Support, Retention and Success of First-Year Students, Student Sub-Populations***

Glazer, J. S. (1982). *The higher education opportunity program at New York university: Education for the disadvantaged youth.* New York: New York University. (ERIC Document Reproduction Services No. ED 217 819)

This report describes the Higher Education Opportunity Program (HEOP) at New York University (NYU). As one of its components, NYU's HEOP provided a pre-first-year summer session to economically and educationally disadvantaged residents of New York State who will attend NYU in the fall. The summer program allowed students to take both credit and non-credit coursework designed to ease their transition into college. The article provides basic information on the summer program, as well as student participant academic and economic profile data and program component descriptions for all HEOP-sponsored initiatives at NYU from 1976 through 1981.

Gold, M., Deming, M. P., & Stone, K. (1992). The bridge: A summer enrichment program to retain African-American collegians. *Journal of The Freshman Year Experience, 4*(2), 101–117.

This article describes a four-week summer bridge program at Georgia State University. The program is targeted at African-American students who will be entering the institution in the fall. The goal of the program is to prepare the students for college-level course work, thereby increasing their rate of retention. Georgia State's bridge program offers classes in mathematics, reading, English composition, study skills and word processing. It also provides free tutoring, academic and career counseling, faculty mentoring and other services. Evaluations reveal that the program has successfully met its goals. Students highly recommend the program, and retention data confirms that students who enrolled in the bridge program were retained at a rate higher than the institutional average. ***Related topic heading(s): Academic Support, Student Sub-Populations***

Guthrie, L. F., & Guthrie, G. P. (1988). *Minority retention and achievement: Evaluation of the California State University summer bridge and intensive learning experience programs.* Long Beach: California State University. (ERIC Document Reproduction Services No. ED 322 835)

This report evaluates California State University's (CSU) Summer Bridge and Intensive Learning Experience programs. The underlying objective of both programs is to increase the recruitment and retention of underrepresented populations in the CSU system. Summer Bridge is a three-to-six-week residential program for incoming students that provides instruction in English and math, academic advising, personal counseling, and orientation to university life. The Intensive Learning Experience (ILE) offers remediation in English and math through a full academic year of small class experiences and academic advising. This is a final report summarizing the findings from the first three years of the programs with focus on student retention, performance, adjustment to university life, program coordination, and campus acceptance and support. Highlights of the findings include: (a) both programs enrolled high percentages of underrepresented minorities, special admits, and *underprepared students; (b) two-year retention rates for non-special admit Summer Bridge students were higher than those for the general regularly admitted student population (67.8% vs. 65.5%); and (c) retention of the ILE students varied widely by campus program and ethnic group. In-depth program descriptions and campus-specific findings/outcomes are provided.* **Related topic heading(s): Academic Support, Student Sub-Populations**

Hall, B. (1981). *College warm-up: Innovative preparation for college.* Richmond: Eastern Kentucky University. (ERIC Document Reproduction Services No. ED 203 753)

This report describes College Warm-Up, a summer program offered by Eastern Kentucky University to its incoming students. Students in the program took seven hours of credit-bearing courses over a six-week summer session. In addition to the coursework, participants benefited from various orientation opportunities. Faculty selection, fall course registration, student feedback, and future plans for research on the program's effect on retention also are discussed.

Kleupfel, G. A. (1994). Developing successful retention programs: An interview with Michael Hovland. *Journal of Developmental Education, 17*(3), 28–34.

This article, part of a special edition on student retention, records Kleupfel's interview with Michael Hovland. Hovland is a senior consultant with Noel Levitz, a nationally recognized resource group for student services and retention. During the interview, Hovland and Kleupfel discuss the success of the summer bridge programs at the Universities of Virginia and California at Berkeley, the first-year seminar at the University of South Carolina, and Rutgers University's faculty-led approaches to providing assistance in high-risk courses. In addition, institutional mission, political issues and assessment are discussed in the context of student retention. **Related topic heading(s): Academic Support, First-Year Seminars, Retention and Success of First-Year Students**

Koch, A. K. (1995). *Tales from the first-year: The freshman year perspectives of summer bridge participants at a highly selective, private liberal arts college.* Unpublished master's thesis, University of South Carolina, Columbia, South Carolina.

This analysis begins with a review of the body of literature relevant to the first-year experience in American higher education. This material is then connected to research on summer bridge programs, complete with examples of such programs at two large, public and three small, private postsecondary institutions. Following the theoretical overview, the author presents accounts of the first-year college experiences of six students who went through a summer bridge program at a small, selective, residential liberal arts college. The students' responses were collected during a series of interviews conducted during the late spring 1995—the latter part of the students' first year of college. Data were collected and analyzed in accordance with Lincoln and Guba's (1985) naturalistic inquiry paradigm. The data analysis yielded seven themes associated with these students' transition to college, which the author links with the corresponding body of literature.

McLaughlin, G. W. (1984). *Results of a summer developmental program on minority students with low academic skills.* Paper presented at the 1984 Annual Conference of the Southern Association for Institutional Research. (ERIC Document Reproduction Services No. ED 258 484)

This paper begins with a description of the Virginia Student Transition Program (VSTP).

As part of the Amendments to the Virginia Plan for Equal Opportunity in the State Supported Institutions of Higher Education, VSTP was created to increase enrollment and retention of Black Virginia high school graduates who enrolled at one of five principle state higher education institutions: George Mason University, James Madison University, the University of Virginia, the College of William and Mary, and Virginia Polytechnic Institute and State University. Following the overview of the general background and premise of VSTP, the author describes the objectives and outcomes of the program at Virginia Polytechnic Institute and State University as they applied to the 1983 and 1984 incarnations of the initiative. African-American students with SAT scores slightly lower than the institution's average admitted student range were targeted for program involvement. In addition to SAT scores, high school rank, family income, and high school grade point average were also criterion for selection. Attending the program did not have a significantly positive effect on grades, but a higher percentage of students in the program were in good academic standing when compared to comparable student groups that did not participate. The selection of faculty and staff, credit, stipends, opening and closing ceremonies, and program evaluation also are discussed.

Robert, E. R., & Thomson, G. (1994). Learning assistance and the success of underrepresented students at Berkeley. *Journal of Developmental Education, 17*(3), 4–14.

The article begins with an overview of the undergraduate population at the University of California at Berkeley, which the authors describe as diverse. The authors assert that this diversity comes from a combination of the changing demographics of the State of California and a strong institutional commitment to multiculturalism. The article continues by addressing some of the myths about and criticisms of affirmative action and minority students at Berkeley and then discusses two of the institution's successful retention-enhancing programs—Summer Bridge and the Learning Center. Student participation, program structure, and outcomes are presented for both efforts. The authors conclude by discussing some common features of successful retention programs and future challenges that confront Berkeley's programs. ***Related topic heading(s): Student Sup-Populations***

Santee, R. T., & Davis, B. G. (1980). The summer threshold program. *Evaluation Review, 4*(2), 215–224.

This article describes the Summer Threshold Program at the University of California, Berkeley. Started as an experimental initiative in 1977, Summer Threshold is an eight-week, free summer term designed to help incoming first-year students succeed in college. The article does not specify whether the program was open to all incoming first-year students, or if it was targeted at specific student subpopulations. However, it does discuss the program's structure and its evaluation design, implementation, and outcomes. Findings reveal that Summer Threshold Program participants were slightly less satisfied with their experiences during their first year of college when compared to first-year students who did not participate in the program—this was especially true when it came to satisfaction with academic performance. Threshold participants' first year of college grades were similar to those of other first-year students. It also was revealed that there was a slight difference in rates of retention that favored Threshold participants—96% of the 1977 Threshold participants were registered for classes a year after their first semester compared to 92% of the rest of the first-year class.

Technology

Institutions of higher education across the globe are embracing the benefits of and confronting the challenges associated with technology and its application to student learning and success. The sources included in this section discuss how technology is used to help orient, advise, register and support first-year students.

Anderson, K. T., & McClard, A. P. (1993). Study time: Temporal orientations of freshmen students and computing. *Anthropology and Education Quarterly, 24*(2), 159–177.

Anderson and McClard report on the computing facility use exhibited by 61 first-year students at Brown University. The study reveals how the various conceptions of time possessed by the students differed from one another and how these differences influenced student computer use. ***Related topic heading(s): Academic Support***

Brewer, C. R., & Roller, J. M. (1985). Orienting new students to computerized registration: Providing opportunities for academic advising. *College and University, 60*(2), 180–184.

This article provides an overview of Bowling Green State University's summer preregistration program. According to the authors, the program gives students an opportunity to take part in individualized academic advising sessions and allows them to preregister for coursework using a computerized registration system. The authors also describe the institution's efforts at fall follow-up with students who took part in the program, and they provide suggestions for managing computerized registration efforts. ***Related topic heading(s): New Student Orientation***

Volp, P. M., Hall, T. L., & Frazier, C. L. (1998). Using telephone calls as examples of care to promote student success and retention. *Journal of The Freshman Year Experience and Students in Transition, 10*(1), 73–88.

The authors describe a telephone-based intervention conducted by members of one institution's faculty and student affairs staff in an attempt to enhance the retention of first-year students who were identified as academically at-risk. During the sixth week of the first semester, phone calls were placed to 201 first-year students with ACT scores less than 20. When compared to a control group with similar characteristics, the experimental group showed significantly higher grade point averages and levels of credits earned. The experimental group also had a significantly higher rate of fall-to-spring retention than the control group. Male students phoned by men yielded the best grade outcomes, while female students called by women had the highest rate of retention. ***Related topic heading(s): Academic Support, Student Sub-Populations***

Windschitl, M., & Leshem-Ackerman, A. (1997). Learning teams students and the college e-mail culture. *Journal of The Freshman Year Experience and Students in Transition, 9*(2), 53–82.

The article reports on a study that looked at the e-mail use of a group of biology students at Iowa State University during the 1995-1996 academic year. One hundred and one *first-year students participated in the study — 58 females, 43 males. As a retention-enhancing effort, the biology department placed interested students into learning teams or clusters. The teams, known as the Biology Education Success Teams (BEST), all took the same biology lecture, biology lab, chemistry lecture, and an advanced English composition class. Three groups of biology students were examined for e-mail use: (a) BEST members who had laptop computers given to them at the start of the academic year, (b) BEST members without personal computers, and (c) non-BEST students with no personal computers. The BEST participants with computers had significantly greater frequency of e-mail interaction with advisors, instructors, and off-campus individuals than did the non-BEST students. BEST participants without computers (but the same instructional support as their computer-equipped counterparts) showed consistently greater frequency of e-mail use than the non-BEST students. BEST students with computers also reported that e-mail use promoted cohesiveness among the learning team members.* ***Related topic heading(s): Learning Communities***